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ABSTRACT

The course contains rationales, objectives, and learning activities divided into task packages for a sequence of 12 typewriting units for the secondary school level. Unit one on the keyboard covers techniques, machine parts, spacing after punctuation and keyboard symbols, and proofreading and erasing. Unit two on typing essentials covers horizontal and vertical spacing, and word division. Unit three covers centering and simple tabulation. Unit four covers business and personal letters. Unit five consists of a summary project of various problem exercises. Unit six on term papers covers outlines, unbound themes with footnotes, and left-bound term papers. Unit seven covers numbers rules and capitalization. Unit eight on business letters covers modified block style letters and block style letters. Unit nine covers tabulation. Unit ten covers punctuation. Unit 11 covers business forms and special letter correspondence. Unit 12 on personal typing problems covers job applications and duplication. (JR)

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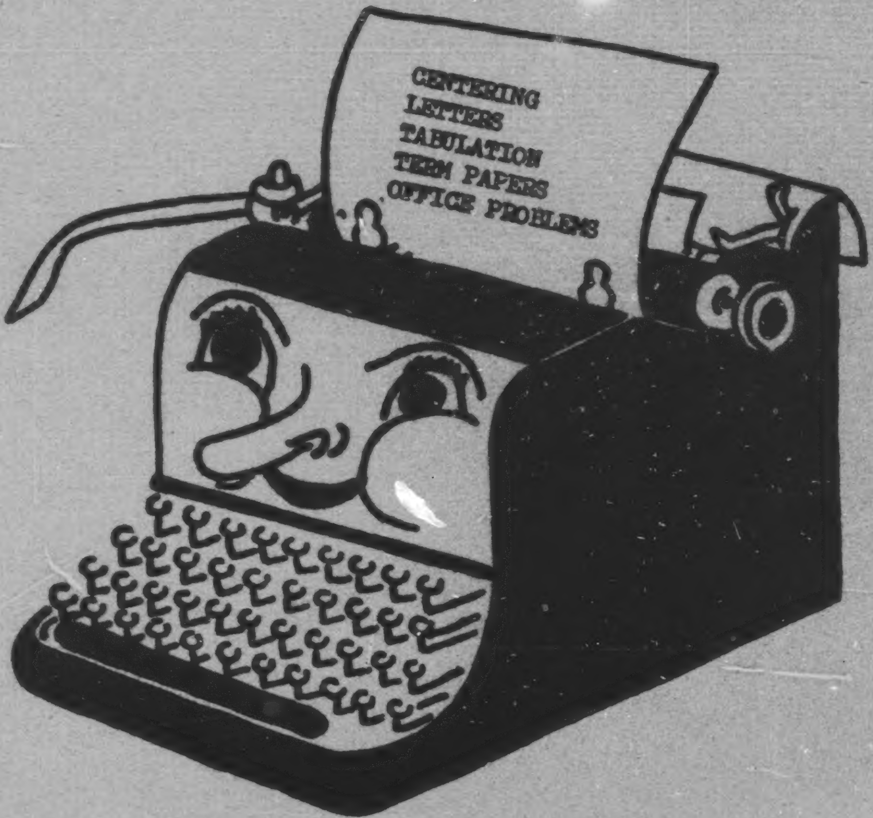
RESEARCH PROJECT

SANFORD CENTRAL HIGH SCHOOL
1708 NASH STREET
SANFORD, NORTH CAROLINA 27330


CENTERING
LETTERS
TABULATION
TERM PAPERS
OFFICE PROBLEMS

CLUSTER: CLERICAL
COURSE: TYPING

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UNIT I: KEYBOARD

RATIONALE: Necessary to learning to type is a thorough knowledge of the keyboard including all letters of the alphabet plus numbers and special service keys. Likewise, to become a good typist you need a knowledge of various machine parts and their function. The essential ingredients for any good typist are development of correct typing techniques, conscientious proofreading, and proper correction of errors. A combined knowledge of the keyboard, machine parts, correct techniques, proofreading, and erasing will set you on the right road to building speed and accuracy in problem typing.

OBJECTIVE:

General

In this first unit, you will learn the following: (1) correct typing techniques, (2) the main machine parts by name, their function, and where located, (3) correct spacing after punctuation and keyboard symbols and their personalities, and (4) proofreading and correct procedure for erasing.

Specific

Upon completion of this unit, you will be able to:

1. Apply correct techniques in typing exercises. Evaluation will be in accordance with the instructor's checklist.
2. Name, locate, and explain the function of 20 out of 25 machine parts.

3. Apply rules dealing with punctuation and various symbols to a degree of 90 percent.
4. Proofread typed material to a degree of 95 percent.

LEARNING ACTIVITY:

1. Unit I-Task Package 1--Techniques
2. Unit I-Task Package 2--Machine Parts
3. Unit I-Task Package 3--Spacing After Punctuation and Keyboard Symbols and Their Personalities
4. Unit I-Task Package 4--Proofreading and Erasing

TESTS:

You should take a test (written, typed, or combination) upon completing task packages on Techniques and Machine Parts.

You should take a test (written, typed, or combination) upon completing task packages on Spacing After Punctuation, Keyboard Symbols and Their Personalities, and Proofreading and Erasing.

You should strive to have no more than four errors on each test.

UNIT I: KEYBOARD

TASK 1: TECHNIQUES

RATIONALE: Without correct typing techniques, you are lost in typing before you begin. Poor techniques are like driving a car on the wrong side of the road--they are disastrous to your typing. You should strive to acquire proper typing techniques in the very beginning; it is much easier to learn a correct technique than it is to break a poor technique.

OBJECTIVE: Upon completion of this task package, you will be able to apply correct techniques in typing exercises. Evaluation will be in accordance with the instructor's checklist.

LEARNING ACTIVITY:

Read and study the following pages on techniques.

LEARNING PRACTICE:

Apply correct techniques in your typing exercises and problems. A subjective evaluation will be made by the instructor upon observation of your techniques as you type.

TEST:

None.

CORRECT TYPING TECHNIQUES

Correct Body Position

1. Body erect, sit back in the chair.
2. Feet on the floor, one just ahead of the other.
3. Your body should be situated 8 to 10 inches from the edge of the typewriter.
4. Typewriter should be near the edge of the desk.
5. Center your body behind the letter j.
6. Fingers curved and upright over the second row (homerow) of keys.
7. Wrists low and relaxed but not resting on the frame of the machine.
8. Elbows near the body; forearms parallel to the slant of the key board.
9. Eyes on the copy. The copy should always be on the right side of your desk.
10. Always keep your desk clear of unneeded books and papers.

Correct Stroking of Keys

1. Each key should be struck with a firm, sharp stroke and released quickly. Keep most of the stroking action in the fingers; hold the hands and arms quiet.
2. You should attempt to type at an easy pace and with even, continuous stroking. You may speed up your stroking, but avoid pausing between strokes and between words.
3. At the end of a line of typing, return the carriage without spacing and without looking up from your copy.

Correct Shifting for Capitals and Symbols

To type a capital letter, reach the little finger to the shift key; hold the key down until the capital has been typed and the key released. Keep the hand as near home position as you can. The following two faulty techniques often cause "flying" caps: (1) not holding the shift key down firmly or far enough and (2) releasing the shift key and the key you are striking at exactly the same moment.

Correct Insertion of Paper

1. Make sure paper guide is at zero.
2. Pull paper bail and scale toward you.
3. Make sure paper release lever is pushed away from you.
4. Place paper at left of desk with long edge parallel with the desk. With left hand, pick up paper by the middle with four fingers on top and thumb underneath.
5. Place paper behind the cylinder and against the paper guide.
6. At the same time turn the right cylinder knob with the right hand.
7. Once the paper is around the cylinder, push the paper bail and scale back against the paper and position the paper bail rolls to divide the paper equally.
8. If paper is inserted crooked, you may lift the paper release lever and straighten it. Then push paper release lever back in position.

Correct Removal of Paper

1. Pull paper bail and scale toward you.
2. Pull paper release lever toward you.

Correct Setting of a Tab (on manuals and some electrics)

A tab or tabs allow you to stop at various points in between your margins. Tabs are used when typing information in columns. You also use a tab for indenting paragraphs. The normal paragraph indention is five spaces.

Clearing a Tab

1. Move carriage to extreme left with left hand.
2. Depress tab clear key with left hand while with your right hand you move the carriage using the right carriage release lever back to the left side of your paper.

Setting a Tab

3. Space in with space bar or use carriage release to move to desired point on cylinder scale where you want a tab set.
4. Depress tab set key.

Tabulating

5. Depress tabulator key or bar to get to point where a tab has been set.

6. Once a tab has been set it remains set until it is actually cleared.

** To remove or clear a single tab from a number of tabs that have been set, merely tabulate to the undesired tab and depress the tab clear key.

A Poor Technique--Strikingover

NEVER type one letter over another letter as g or a. This is called a strikeover and is one of the sure trademarks of an extremely poor typist. It is better to have a mistake than a strikeover. A strikeover does not correct an error; it just takes time to type and actually calls more attention to the mistake. Furthermore, you cannot type a period, backspace, and type a letter over it. This is still a strikeover.

Any problem submitted throughout the year with a strikeover must be retyped! A strikeover on a timed writings counts as two mistakes (double).

UNIT I: KEYBOARD

TASK 2: MACHINE PARTS

RATIONALE: Just as a knowledge of various parts is important in operating a car, so various typewriter parts are important in operating a typewriter. You want all the power and performance in this wonder of technology readily available at your fingertips. In order to have this, sit back in the driver's seat and become acquainted!

OBJECTIVE: Upon completion of this task package, you will be able to name, locate, and explain the function of 20 out of 25 basic machine parts.

LEARNING ACTIVITY:

Read and study the following pages in Section 1 on machine parts. See pp. 1-2 in the Brown Text for information and a diagram of many of these parts.

LEARNING PRACTICE:

On your own typewriter identify each machine part listed in Section 1 of this package. After carefully studying these parts, turn to the diagram at the back of this package and identify the parts correctly. Do not refer back to any source or consult any person after you look at this diagram.

When you have completed the diagram for your particular machine, check your answers by referring back to this package and pp. 1-2 in the Brown Text. If you missed more than one, you need to restudy your machine parts.

TEST:

Written, typed, or combination on Techniques and Machine Parts (Packages 2 and 3).

OPERATIVE TYPEWRITER PARTS

On any typewriter there are two basic parts: the keyboard and the frame. Following are various typewriter parts which you will learn to operate. Section 1 includes parts you will learn in your early lessons; Section 2 includes parts with which you will gradually become acquainted later in your training.

Section 1

backspace key:	On manual machines, the backspace key is located at the left near the number row. You depress the backspace key with the a or little finger in the left hand. Used to move the carriage backward a space or more.
carriage:	The large movable section of most typewriters. The carriage does not move, however, on an IBM Selectric machine (an electric typewriter made by International Business Machines, Inc.)
carriage release, left:	A lever on the left which, if depressed, allows movement of the carriage to any given point on the cylinder scale.
carriage release, right:	A lever on the right which, if depressed, allows movement of the carriage to any given point on the cylinder scale.
carriage return and line spacer:	A long lever extending outward on the left side of a manual typewriter which enables you to get from the right side of your paper back to the left side. This is also called a line spacer because you can space down to any given line using this part. On an electric machine the carriage return and line spacer is actually a key to the right of the semicolon key. The carriage return key on an electric machine is depressed with the semicolon finger (little finger) of the right hand. The carriage automatically returns to the left side of your paper.
cylinder (platen):	The long black roller in the middle of your machine around which the paper feeds.
cylinder knob, left:	Section at left end of the cylinder used to turn cylinder by hand to go from one line to another.
cylinder knob, right:	Section at right end of the cylinder used to turn cylinder by hand to go from one line to another. The right cylinder knob is also used for inserting paper into the machine.

cylinder scale:	The scale marked with numbers and used in setting margins. On a Royal machine, the cylinder scale is directly underneath the cylinder. On an Underwood machine, the cylinder scale is at the front of the machine.
line space regulator:	Located at the left near the left carriage release, the line space regulator is numbered 1, 2, and 3. One is for single spacing, two is for double spacing, and three is for triple spacing.
margin set, left:	This part determines where the left side of your typed line will begin on your paper.
margin set, right:	This part determines where the right side of your typed line will end on your paper.
paper bail and scale:	The paper bail and scale has little importance except it does hold the paper bail rolls.
paper bail rolls:	These are two or more black rolls on the paper bail and scale used in holding your paper back against the cylinder.
paper guide:	The part against which the left side of your paper is placed. The paper guide directs your paper into the machine and around the cylinder. The paper guide should normally be set at zero.
paper release lever:	Located near the right cylinder knob, the paper release lever must be pushed back away from you to insert paper and must be pulled toward you to remove paper. The paper release actually regulates to hold the paper firmly in the machine or to free the paper for removal or straightening.
paper table:	The large area (often flat) behind the cylinder used to support the paper. The paper rests on the paper table while it is in the machine.
ribbon control indicator:	On newer Royal machines, it is located horizontally at the right front. On Underwoods, it is located vertically at the right front. It is usually labeled by three colors--black, red, and white. The black section is the best position for the ribbon control indicator because you are typing on the top half of the ribbon. On the red section you are typing on the bottom half of the ribbon which makes the ribbon action sluggish since the ribbon mechanism has to go higher before the key strikes it. On the white or stencil section the key actually does not touch the ribbon. The key simply strikes the paper over the top of the ribbon and only leaves a key imprint on the paper.

shift key, left:	Found at the left side near the keyboard, the left shift key is used to capitalize a letter or to make the symbols as found on the number row or the right side of your keyboard. You use the left shift key to make any capital letter that you strike with the fingers of the right hand. You move only your a or little finger in the left hand over to the left shift key to hold it down.
shift key, right:	Similar to the left shift key but located at the right. You use the right shift key to make any capital letters that you strike with the fingers of the left hand. You move only your semicolon or little finger in the right hand over to the right shift key to hold it down.
shift lock, left:	Located above the left shift key and used for typing information in ALL capital letters. Used especially for main headings in reports. You depress the shift lock with the a or little finger of the left hand. You can only release the left shift lock by depressing the left shift key underneath with the same little finger.
shift lock, right:	Similar to the left shift lock and found only on Underwood machines. It should be depressed with the semicolon or little finger of the right hand.
space bar:	Long bar situated below the keyboard. Used for spacing between words. The most frequently used part of any typewriter.
tab clear:	This section, found at the left fairly near the keyboard, is used to erase or clear any tabs or stopping points that may have been previously set. Tabs allow you to stop at certain desired points in between the left and right margins. Tabs are used most often to indent the first line of paragraphs and are also used in typing problems with columns of information.
tab set:	This section, found at the right fairly near the keyboard, is used to establish or set a tab so you can stop at any desired point between your margins. This tab will remain set until you erase or clear it.
tabulator key or tabulator bar:	On a Royal typewriter, you have a tabulator key depressed with the semicolon or little finger of the right hand. On an Underwood typewriter, you have a tabulator bar which is depressed with the j or index finger of the right hand. You depress this key or bar to stop at a given point on your cylinder scale. The point where you stop has been determined by your tab set.

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Reading 2

aligning scale:	A scale with only units markings and no numbers. You even your paper with this scale before spacing down to the correct line. Also used in evening paper for typing on horizontal lines, as found in printed forms or in evening paper when reinserting it to correct an error after the problem has been removed from the machine.
card envelope holders:	Located near the point where the key strikes the paper, the two card holders should normally be upright. Their upright position is a "must" when typing postal cards, index cards, and anything small in size.
line finder (ratchet release):	The line finder is a lever situated behind the line [illegible]. It is used for typing superscripts denoting footnotes in term papers and for typing subscripts as found in chemistry symbols, etc., where numbers or letters must be higher or lower than words as H_2O (subscript) or 72° (superscript). The line finder when pulled forward gives the typist a very smooth movement of the cylinder. Use of the line finder does not change the original line of typing. You can always find on that particular page any line which you have previously typed.
margin release key:	The margin release key, located to the right of the keyboard, is used for typing outside the margins temporarily. It does not change your permanent margins. One primary use of the margin release key is to even or align Roman numerals, etc., at the right in typing an outline as I. II. III.
ribbon reverse:	On a Royal typewriter the ribbon reverse is found underneath the top frame below the left ribbon spool. On an Underwood typewriter, the ribbon reverse is located behind the backspace key. When the ribbon reverse is toward the left, the ribbon is feeding toward the left spool. When the ribbon reverse is toward the right, the ribbon is feeding toward the right spool. Used when the ribbon becomes hung at the end of an empty spool which is seldom, especially on Royal machines.
touch control:	With this section you can make adjustments based on your touch whether it is light (minus) or heavy (plus). Often you can notice little, if any, difference in the adjustment of this particular machine part.

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variable line spacer: Located at the left end of the cylinder, push in (or pull out on some machines) to release. The variable line spacer, like the line finder (ratchet release), will allow for a very smooth movement of the cylinder. Using the variable line spacer changes completely the original line of typing whereas the line finder does not. You use the variable line spacer to turn the cylinder for evening your paper with the aligning scale before spacing down to a certain line to begin a problem. Other uses include positioning your machine for typing on forms with horizontal lines and finding the right position to correct a letter when an error has been discovered after paper has been removed from the machine.

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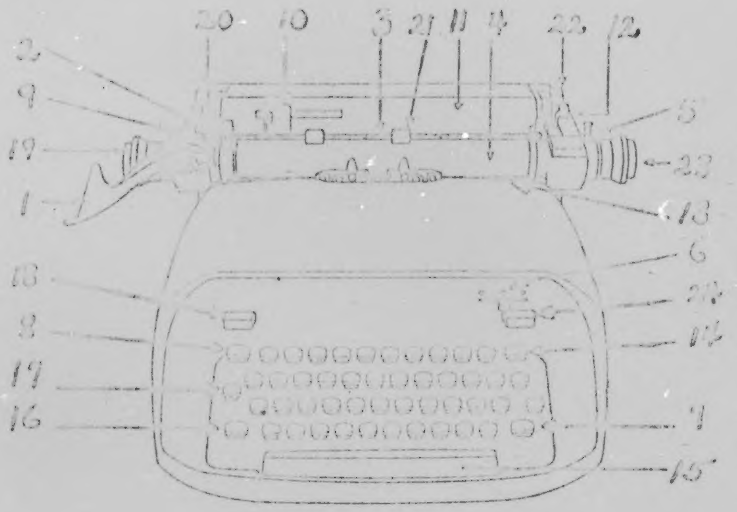
TYPEWRITER PARTS

Use only the top diagram if you type on a Royal machine; use only the bottom diagram if you type on an Underwood machine. Write correct part beside the number.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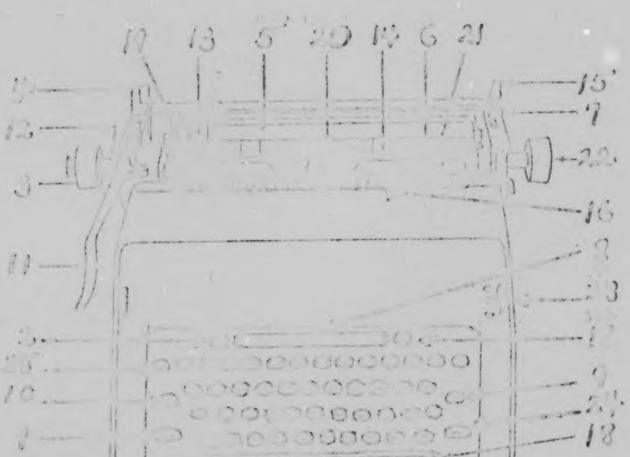
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UNIT I: KEYBOARD

TASK 3: SPACING AFTER PUNCTUATION AND KEYBOARD SYMBOLS AND THEIR PERSONALITIES

RATIONALE: Knowing the points mentioned in this package will distinguish you from being merely a typist to your being a good typist. These added features give you the "fine tuning" you need for excellent performance.

OBJECTIVE: Upon completion of this task package, you will be able to apply rules dealing with punctuation and various symbols to a degree of 90 percent.

LEARNING ACTIVITY AND LEARNING PRACTICE: (3 full sheets)

Step 1

As you read and study each rule on Spacing After Punctuation on the following pages, type *only* the correctly illustrated sentence(s) (if there is one) underneath each rule twice apiece. Type the sentence one time; then return carriage and type again. Double space before going to a different rule and its sentence(s). Type as accurately as you can.

Step 2

As you read and study each rule on Keyboard Symbols and Their Personalities on the following pages, type *only* the correctly illustrated sentence(s) (if there is one) underneath each rule twice apiece. Use same directions as Step 1. Use a clean sheet.

Step 3

After carefully studying and typing Steps 1 and 2, type as accurately as possible the 20 sentences at the back of this package. Try not to refer back to any source after you look at these sentences. If you have difficulty with several, however, you may look back. Use a clean sheet.

PRESENT TO INSTRUCTOR the following:

1. Sentences on Spacing After Punctuation in Step 1.
2. Sentences on Keyboard Symbols and Their Personalities in Step 2.
3. Twenty typed sentences in Step 3.

TEST:

None.

SPACING AFTER PUNCTUATION

COMMA ,

Space once after a comma unless it is found within a number as 41,277.

If you go to the store,✓Jane will want to go also.

SEMICOLON ;

Space once after a semicolon.

Mark is very intelligent;✓he reads a great deal.

PERIOD .

Space twice after a period that ends a sentence in the middle of a line of typing.

Sally is going to the store with Mary.✓✓They will be leaving soon.

PERIOD .

Space once after a period that ends an abbreviation except for a.m. and p.m. Abbreviations such as U.S. and N.Y. are usually typed solid (without internal spacing) as U.S. Air Force.

Our friends are planning to arrive at Raleigh-Durham Airport at 3 p.m. on Dec.✓12 to visit us.

PERIOD .

Space once after a period that ends an initial.

Mr. J.✓E.✓Martin is the president of our local Optimist Club.

PERIOD .

Omit the period after an abbreviation at the end of a sentence. The one period at the end serves both purposes.

She will depart for home at 4:30 p.m.   NOT   p.m..

QUESTION MARK ?

Space twice after a question mark that ends an interrogative statement in the middle of a line of typing.

What are you reading?✓✓I bet it is a new novel.

EXCLAMATION MARK !

Unless your typewriter has a special ! key (as found on Underwoods and most electrics with the shift of number one), you must make an exclamation mark. First, type the period, then backspace and type the apostrophe as !

EXCLAMATION MARK !

Space twice after an exclamation mark at the end of a sentence. In the following sentence the word "Try!" is a verb being emphasized. Thus, you have a command sentence with the subject (You) understood as (You) Try! You can do it.

Try!✓✓You can do it.

EXCLAMATION MARK ! Space once or twice after an exclamation mark within a sentence. In the following sentence, the word "Oh!" is just an emphatic word; yet a single exclamatory word may be considered a sentence.

Oh!✓I cut my finger. OR Oh!✓✓I cut my finger.

COLON : Space twice after a colon except in the case of time as 2:30 o'clock.

On her trip to Washington, D. C., Kathy saw the following sites:✓✓the Capital, the White House, and Mount Vernon.

Note: If you have a mark of punctuation at the end of a line of typing, do not space after it because this wastes valuable typing time. Instead, merely return your carriage after punctuation at the end of a line of typing.

TYPEWRITER SYMBOLS AND THEIR NAME

(Brackets indicate the shift and the key for a manual machine.)

!	exclamation mark
"	quotation marks
#	no specific name but means number if before a figure and pounds if after a figure
$	dollar sign
%	percent sign
____	underline or underscore
&	ampersand
'	apostrophe
(	left parenthesis
)	right parenthesis
*	asterisk
-	hyphen
¼ ½	only two key fractions
@	no specific name but means "at"
¢	cent or cents
?	question mark
/	diagonal
--	dash (two hyphens)

KEYBOARD SYMBOLS AND THEIR PERSONALITIES

QUOTATION MARKS "	Periods and commas always go inside or before the quotation marks. "If I can't play in the game Friday night," Joe said, "I am not going to attend any more practice sessions." The semicolon always goes outside or after the quotation marks. Joe misspelled "occasionally"; he did not win the spelling contest, therefore.
NUMBER OR POUNDS #	If the symbol # comes before a figure, it means number as #350 (number 350). If the symbol # comes after a figure, it means pounds as 350# (350 pounds).
DOLLAR SIGN $	Type even amounts of money with no zeros and no periods as $25 not ~~$25.00~~. Bob purchased this book on cars for $12 at the bookstore.
PERCENT SIGN %	Do not use the percent symbol % to mean "In care of." Instead, use the symbol c/o. Will you please send this letter c/o Mrs. A. C. Smith. There is no space between the percent symbol and the figure which precedes it as 5%.
UNDERLINE ______	Words printed in italics should be underlined when typed. Words underlined in typed copy sent to the printer will be set in italics by the typesetter. Use a continuous or unbroken underline for titles and related groups of words. Jim is currently reading How to Assemble Model Airplanes. Use a broken underline for isolated or unrelated groups of words. Linda misspelled therefore, absence, and received in her report.

Titles of books may be typed either of these two ways:

(1) With the first letter of each important word in the title capitalized and the entire title underlined.

Beth's favorite novel is Gone with the Wind.

This way is used more and is more attractive than the second way. Notice that you do not underline ending punctuation.

(2) With every single letter in the title capitalized and the title not underlined.

Beth's favorite novel is GONE WITH THE WIND.

AMPERSAND &

Leave one blank space before and one blank space after an ampersand which means "and."

Karen is an executive secretary at Smith & Sons, Inc.

APOSTROPHE '

The most popular uses of the apostrophe include:

(1) possessives as Steve's hat

(2) contractions as can't

(3) plural of letters and numbers as A's and 8's

(4) omission of letters as Class of '73 or O'Neill

LEFT AND RIGHT PARENTHESES ()

The left and right parentheses fit right around whatever is being enclosed.

The contracts (Exhibit A) and the mortgages (Exhibit B) were enclosed.

ASTERISK *

Use an asterisk * to refer to one or two source notes, footnotes, or reference notes on a page.

FRACTIONS

There are only two key fractions on your machine--the key fractions ½ and ¼. Type a whole number and a key fraction without spacing between them.

This package weighs 5½ lbs.

A made fraction is any fraction that has to be made using the diagonal (/). Space between a whole number and a made fraction.

This package weighs 5 3/4 lbs.

Do not mix together in the same sentence or same paragraph made fractions using the diagonal (/) and key fractions ½ and ¼. You must make all your fractions look alike.

Susan bought 2½ lbs. of hamburger and 1¼ lbs. of cheese. (These are <u>all</u> key fractions.)

Susan bought 2 2/3 lbs. of hamburger, 1 1/4 lbs. of cheese, and 3 5/8 lbs. of butter.
(These are <u>all</u> made fractions.)

CENT OR CENTS ¢ Do not space between ¢ and the figure it follows as 15¢.

"AT" SYMBOL @ Type @ with a blank space before and a blank space after it. This symbol means "at" and should be used only on purchase orders and invoices but not in formal writing.

This order is for 16 boxes at $9.80 each.

DASH -- Use two hyphens to made a dash as (--). There should be no blank spaces on either side of a dash.

That was a mistake--a bad one!

AGE Type <u>exact</u> age in figures.

Sara is 11 years 3 months and 14 days old today.

Type <u>approximate</u> age in word form.

Sara is nearly twelve years old.

FIGURES When typing a column of figures, always type them as if you were adding them in math. Keep the numbers even or aligned at the <u>right</u> as

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   43
  121
    2
1,870
  340
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TWENTY SENTENCES

Type the following 20 sentences as accurately as possible using correct spacing between words, punctuation marks, numbers, and symbols. The illustrated sentences from which you will type have incorrect spacing and other mistakes in them. Mark all mistakes with a pencil before beginning to type the sentences. You must submit your typed sentences with no more than ten errors total. Use same margins--12 and 90. Double space. Number your sentences as 1.✓✓The

1. The temperature was quite low on Feb. 18 at 7 p. m..

2. A service charge of 42/3 % was added to my bank account.

3. The letter was sent ℅ Mr. Bert Baker, 371 Pleasant Street, Chicago, Illinois, wasn 't it?

4. Can you explain the difference in an elite machine and a pica machine?

5. Buy these items: two pens@ 25 ¢ each and one pad @ 15¢.

6. Invoice # 19672 showed that the order was from Carraway &Sons, Inc.

7. My brother is about 3 years old.

8. She offered a 5½% discount on a cash basis and a 4 3/4% discount on an installment basis.

9. Susan shouldn 't leave; however, Connie and Mary may go.

10. Is the book entitled A Long Day now available? I will buy it.

11. Beware! There are many dangerous spots in that narrow, curved road.

12. Thomas & Sons (located in Durham) sells these prints for $50.00.

13 Kay said, "Go straight ahead- you can't dodge work."

14. Here is Jim's schedule: He leaves at 10:15 on Monday.

15. Hurrah! We won a game!

16. Mrs. A. H. Hunter is the chairman of our committee.

17. Use 8½-inch by 11-inch paper; type the odd-numbered problems.

18. Randy is ready. May he go with us? Bob can't go.

19. Tim paid 85¢ for 14½ ounces of #52 compound.

20. Isn't the Class of '63 having its reunion soon?

UNIT I: KEYBOARD

TASK 4: PROOFREADING AND ERASING

RATIONALE: Unless you know what an error is and can readily recognize it in your typed work, your problems will be of little value. No one enjoys receiving and reading typed copy full of errors. If something is not worth doing correctly, then it is not worth doing at all! Mistakes in typing have been and always will be made. In most cases, however, typographical mistakes can be corrected IF they are detected. You need to become a conscientious critic of your own typing to spot your errors. Once you do discover an error, you need to erase and correct it neatly.

OBJECTIVE: Upon completion of this task package, you will be able to proofread typed material to a degree of 95 percent.

LEARNING ACTIVITY:

Study 18E p. 33 in the Brown Text to see what determines an error. In addition to these illustrated errors, other errors include: flying capitals, striking letters too lightly, and omitting punctuation. One of the greatest weaknesses in proofreading is made when you do not read the content of the problem you are typing for its meaning. Unless you actually read what you have typed, you cannot determine whether you have completely omitted words.

In circling errors in timed writings, you count only one error per word; for example, auotomoblie for automobile. While there are two separate errors in this word, you consider it only one error and just circle the entire word as auotomoblie. Remember--Any strikeover counts as two errors rather than one error.

Study pp. 181-182 in the Brown Text on "Methods of Correcting Errors." Also read the sheet included in this package on erasing.

LEARNING PRACTICE:

Do not type anything but merely circle all errors in the two different exercises on the following page. In Exercise 1 you should find 16 errors; in Exercise 2 you should find 13 errors. Proofread carefully and THINK!

TEST: Written, typed, or combination on Packages 4 and 5.

Exercise 1

When you proforead what you ha e typed, remember to circle your erors; don't just make check mark. If the copy does not make sense to you, be sure ot check the material from, which you typed. You may have omited a word or letter which should be their.

Improper spacing and strikeover is errors; also, incorrect punctuation must be cricled. However, only one error is counted per word. Read your typed copy with care and read for thougth as well look for incorrect key strokes and other errors.

Exercise 2

When you are asked to find the words you typed wrong , do not waste time when you look for them. Know what you are to look for; then read with care and speed. find what is wrong and mark it as you have been told too mark what you type that is nt right. Once you can see what wrong, can you type it right. Try it.

When you have learnedwhere all the keys are, you will find that, with your two eye still on your book, you can sense when you type a word wrong. Don' look then, but wait to check your work when time is called When you check your word, read for thought, too. Look for words that may not there but should be.

ERASING

In general, typographical errors should be corrected using the following steps:

1. Lift the paper bail scale and rolls (if need to).

2. Roll the cylinder forward easily two or three lines if the error is on the top two thirds of the paper. If the error is on the bottom third of the paper, turn the cylinder backward to prevent the paper from slipping out of the typewriter.

3. Move the carriage as far as you can either to the left or to the right in order to keep eraser crumbs from falling into the typewriter. Typewriter parts have oil on them. When eraser crumbs touch this oil, they stick to it. Soon the crumbs accumulate and cause the keys to stick. Therefore, always remember to move your carriage before erasing.

4. Erase lightly using a circular motion; do not scrub an error. Blow eraser particles away as you erase. Then use the brush at the opposite end of your eraser to completely remove crumbs from your paper.

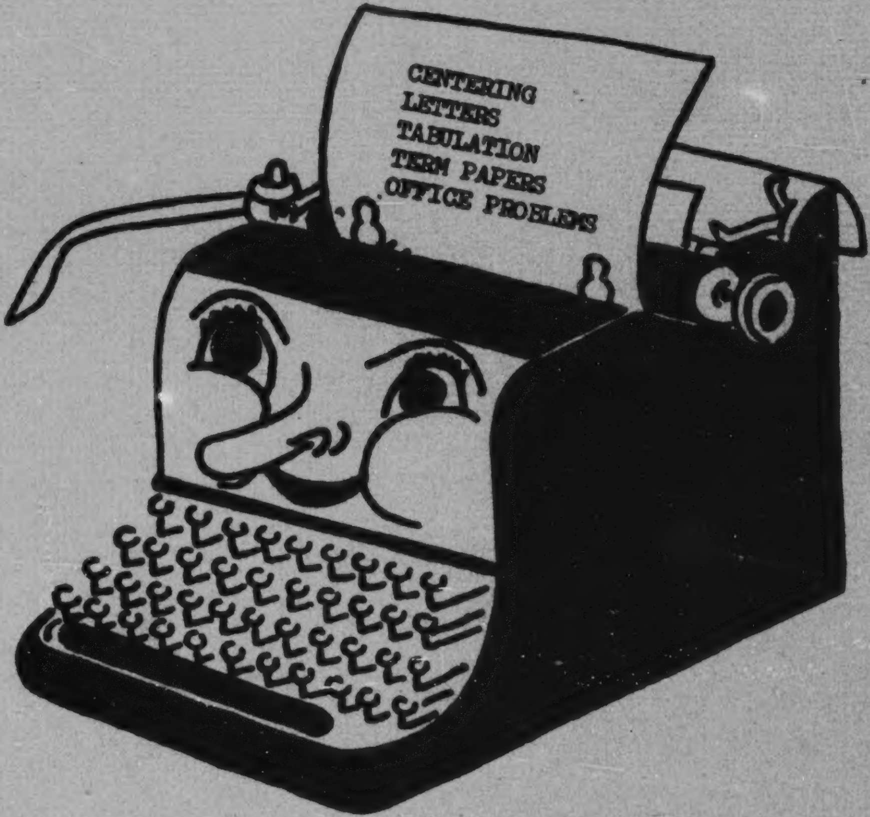
You have read on pages 181-182 the various methods of correcting errors. In my opinion, nothing will make as neat a correction as good quality typing paper and a typing eraser. The typing paper you use in class is an inexpensive quality of paper for obvious reasons, but you can make neat erasures on it if you are careful. Any problem submitted with a hole in it will not be accepted. You should never attempt to erase an entire line or even half a line. Several words are all that should ever be erased at one point in a problem.

I do prefer that you use a typing eraser for all problem work in class. This means that you are to bring to class every day for the rest of the year a typing eraser (plus a pen and pencil). The pencil-type eraser costing about 25¢ is easier to use than the wheel-type eraser. Typing erasers may be purchased at 5¢ and 10¢ stores, drug stores, office supply stores, etc.

You absolutely may not borrow a typing eraser from someone else during class for two reasons: (1) It decreases the amount of work you complete if you have to stop, ask someone to borrow an eraser, and then return it, and (2) It bothers someone else.

If you come to class without a typing eraser, you must rent one at the beginning of class for 2¢ a day. You will not be allowed to rent an eraser once class begins. You are to return the eraser at the end of the class period. Money received from rentals will be used to purchase new typing erasers as the others are used.

RESEARCH PROJECT
SANFORD CENTRAL HIGH SCHOOL
1708 NASH STREET
SANFORD, NORTH CAROLINA 27330


CENTERING
LETTERS
TABULATION
TERM PAPERS
OFFICE PROBLEMS

CLUSTER: CLERICAL
COURSE: TYPING

CE00393D(6)

UNIT II: TYPING ESSENTIALS

RATIONALE: To arrange problems attractively on the page, certain essentials are needed. These include the setting of margins, beginning on the correct line often through exact vertical center or reading position, and dividing words correctly at the end of typed lines.

OBJECTIVE:

General

This unit involves horizontal and vertical spacing with elite and pica machines plus correcting words

Specific

Upon completion of this unit, you will be able to:

1. Space typed material horizontally with an accuracy of plus onminus 5 spaces on an elite or a pica machine.
2. Space typed material vertically with an accuracy of ½" (3 lines).
3. Divide 18 out of 20 words in the proper place.

LEARNING ACTIVITY:

1. Unit II-Task Package 1--Horizontal Spacing Facts and Figuring Margins
2. Unit II-Task Package 2--Vertical Spacing Facts and Figuring for Exact Vertical Center and for Reading Position
3. Unit II-Task Package 3--Word Division

TEST:

A unit test will not be given; however, a test will be given at the end of each of the three task packages.

UNIT II: TYPING ESSENTIALS

TASK 1: HORIZONTAL SPACING FACTS AND FIGURING MARGINS

RATIONALE: In order for a problem to be in the middle of the page with side margins approximately equal, you have to set your margins correctly. You will need to apply simple mathematical skills to understand this package.

OBJECTIVE: Upon completion of this task package, you will be able to space typed material horizontally with an accuracy of plus or minus 5 spaces on an elite or a pica machine.

LEARNING ACTIVITY:

Read and study the horizontal spacing facts and illustrations on the following pages and do the four exercises for the elite and pica machines. You will notice that the figuring of margins is different on these two machines because the center point for paper of the same size is different on these two machines.

LEARNING PRACTICE:

1. Check your answers for the four exercises as you do them with those found at the bottom of the exercise.
2. On the last page of this package, answer the questions and work the problems. Do not refer back to any source after you look at these questions.

PRESENT TO INSTRUCTOR!

3. The instructor will show you how to actually set margins for your own typewriter.

TEST:

Written. You are allowed no more than one mistake on this test.

HORIZONTAL SPACING ON STANDARD TYPING PAPER

(Spacing Across the Paper)

Elite (Smaller Type)

A standard size sheet of typing paper is 8½ inches (width) by 11 inches (length).

On an elite machine you can type 12 letters and/or spaces in one horizontal inch.

There are then 102 available elite spaces across a standard size sheet of typing paper. (12 letters in one inch times 8½ inches = 102)

Now check your own machine. Is it an elite machine or a pica machine? If the right edge of your paper comes to 102 on your cylinder scale, you are typing on an elite machine.

The exact center point of a standard size sheet of paper with 102 available horizontal spaces is 51. (½ of 102 = 51)

To figure the left and right margins:

Example: You want a 60-space line (a line with 60 letters and spaces combined in it).

(1) Divide $2\overset{30}{\overline{)60}}$. You want half of your line or 30 spaces to the left of the center point and half of your line or 30 spaces to the right of your center point so that your line will look balanced on the page.

(2) Put down your center point for an elite machine. You may use 50 instead of 51 in figuring margins for convenience.

(3) Subtract half your 60-space line or 30 spaces from the center point to get your left margin.

50 center point
-30 half of your space line

20 left margin

(4) Add half your 60-space line or 30 spaces to the center point to get your right margin. Also add 5 more to your right margin to allow for the ringing of the bell.

50 center point
+30 half of your space line

80
+ 5 for ringing of the bell

85 right margin

ELITE ILLUSTRATION

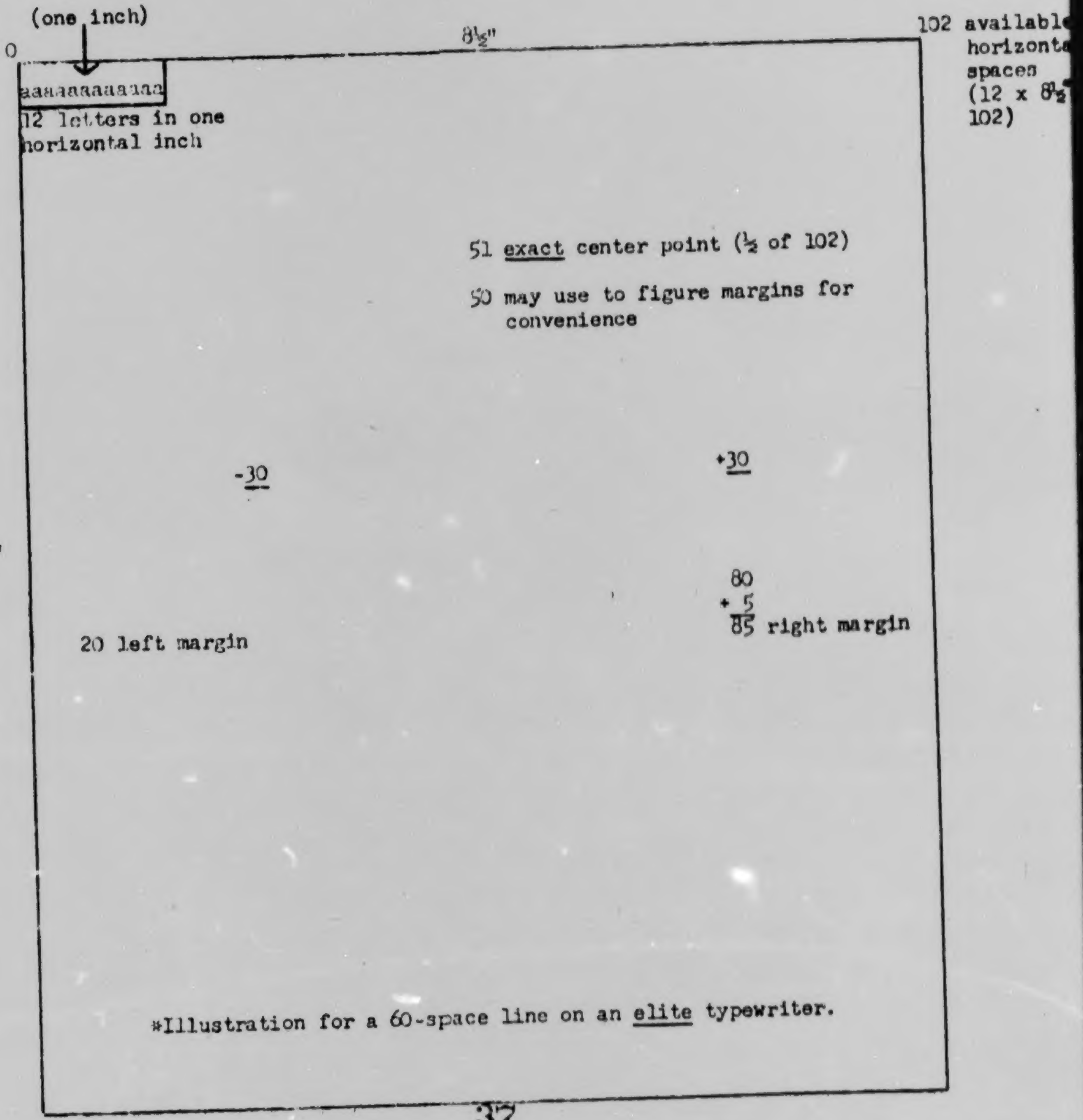

(one inch)
0
8½"
aaaaaaaaaaaa
12 letters in one horizontal inch
102 availabl
horizont
spaces
(12 x 8½
102)
51 exact center point (½ of 102)
50 may use to figure margins for convenience
-30
+30
11"
80
+ 5
85 right margin
20 left margin

*Illustration for a 60-space line on an elite typewriter.

[illegible] the bottom half of this sheet and figure here the following margins ([illegible] right allowing for the ringing of the bell) for an elite machine. Check your answers with those at the bottom when completely finished.

(a) 70-space line

(b) 50-space line

(c) 44-space line

(a) 70-space line (a) $2\overline{)70}$ = 35

(b) 50 − 35 = 15 left margin

50 + 35 = 85

85 + 5 = 90 right margin

(b) 50-space line (a) $2\overline{)50}$ = 25

(b) 50 − 25 = 25 left margin

50 + 25 = 75

75 + 5 = 80 right margin

(c) 44-space line (a) $2\overline{)44}$ = 22

(b) 50 − 22 = 28 left margin

50 + 22 = 72

72 + 5 = 77 right margin

HORIZONTAL SPACING ON STANDARD TYPING PAPER

(Spacing Across the Paper)

Pica (Larger Type)

A standard size sheet of typing paper is 8½ inches (width) by 11 inches (length).

On a pica machine you can type 10 letters and/or spaces in one horizontal inch.

There are then 85 available pica spaces across a standard size sheet of typing paper. (10 letters in one inch times 8½ inches = 85)

Now check your own machine. Is it an elite machine or a pica machine? If the right edge of your paper comes to 85 on your cylinder scale, you are typing on a pica machine.

The center point of a standard size sheet of paper with 85 available horizontal spaces is 42. (½ of 85 = 42½ but in typing we always drop fractions so the center point is considered just 42)

To figure the left and right margins:

Example: You want a 60-space line (a line with 60 letters and spaces combined in it.)

(1) Divide $2\overline{)60}^{\,30}$. You want half of your line or 30 spaces to the left of the center point and half of your line or 30 spaces to the right of your center point so that your line will look balanced on the page.

(2) Put down your center point for a pica machine which is 42.

(3) Subtract half your 60-space line or 30 spaces from the center point to get your left margin.

42 center point
-30 half of your space line

12 left margin

(4) Add half your 60-space line or 30 spaces to the center point to get your right margin. Also add 5 more to your right margin to allow for the ringing of the bell.

42 center point
+30 half of your space line

72
+ 5 for ringing of the bell

77 right margin

Thus your margins for a 60-space line on a pica machine are 12 and 77.

PICA ILLUSTRATION

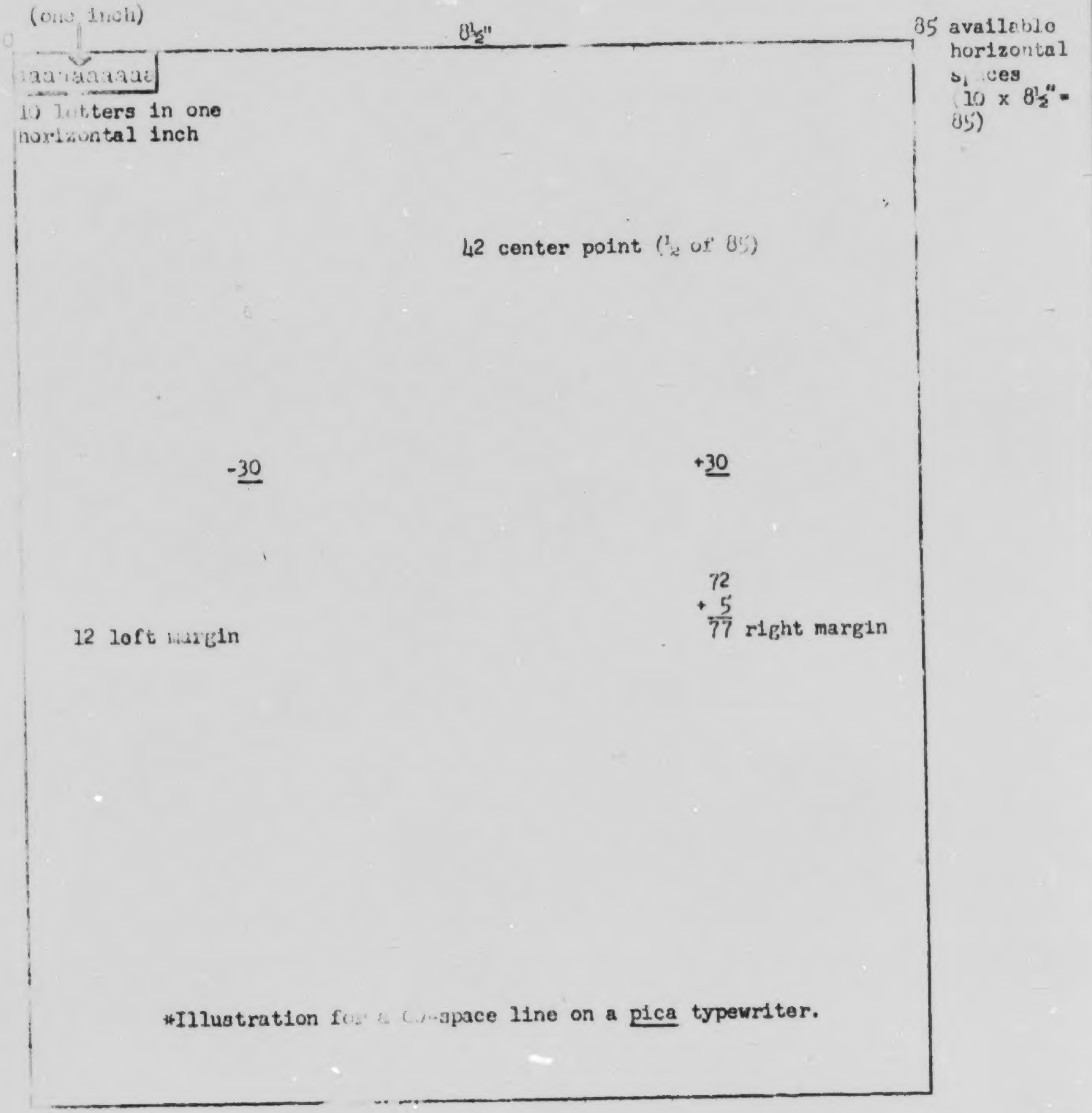

(one inch)
0
aaaaaaaaaa
10 letters in one horizontal inch
8½"
85 available horizontal spaces (10 x 8½" = 85)
42 center point (½ of 85)
-30
+30
11"
72
+ 5
77 right margin
12 left margin

*Illustration for a 60-space line on a pica typewriter.

TI-II-1

Cover the bottom half of this sheet and figure here the following margins (left and right allowing for the ringing of the bell) for a pica machine. Check your answers with those at the bottom when completely finished.

(a) 70-space line

(b) 50-space line

(c) 44-space line

(a) 70-space line

(a) $\begin{array}{r}35\\ 2\overline{)70}\end{array}$

(b) $\begin{array}{r}42\\ -\underline{35}\\ 7\end{array}$ left margin

$\begin{array}{r}42\\ +\underline{35}\\ 77\\ +\underline{\ 5}\\ 82\end{array}$ right margin

---

(b) 50-space line

(a) $\begin{array}{r}25\\ 2\overline{)50}\end{array}$

(b) $\begin{array}{r}42\\ -\underline{25}\\ 17\end{array}$ left margin

$\begin{array}{r}42\\ +\underline{25}\\ 67\\ +\underline{\ 5}\\ 72\end{array}$ right margin

---

(c) 44-space line

(a) $\begin{array}{r}22\\ 2\overline{)44}\end{array}$

(b) $\begin{array}{r}42\\ -\underline{22}\\ 20\end{array}$ left margin

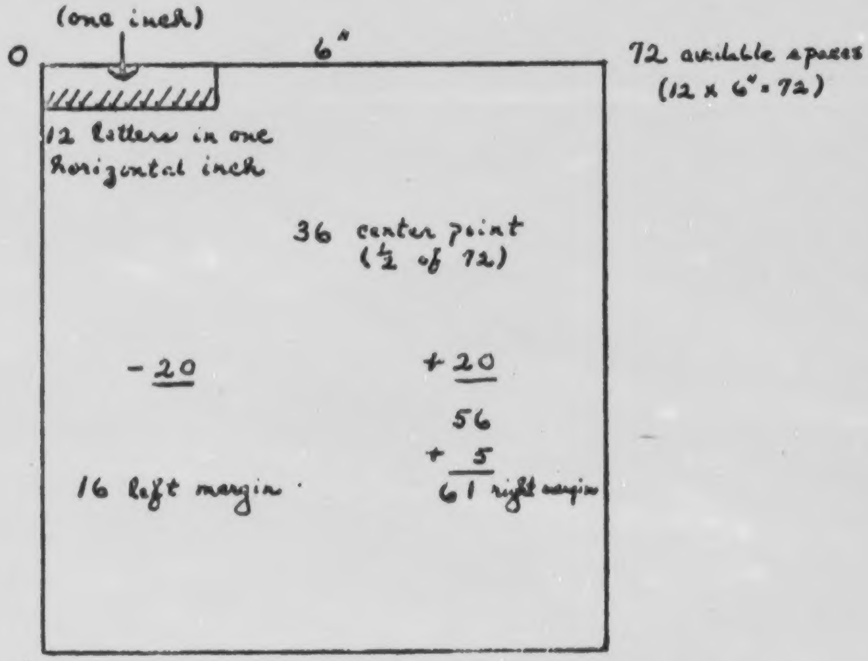
$\begin{array}{r}42\\ +\underline{22}\\ 64\\ +\underline{\ 5}\\ 69\end{array}$ right margin

HORIZONTAL SPACING ON SPECIAL SIZE SHEETS

Elite

If you know the width of any sheet of paper, you can figure the available horizontal spaces, the center point, and the margins. You use the same procedure as for a standard size sheet of typing paper.

Example: You have a sheet of paper that is 6 inches wide.


(one inch)
0
6"
72 available spaces
(12 x 6" = 72)
12 letters in one horizontal inch
36 center point
(½ of 72)
-20
+20
56
+ 5
16 left margin
61 right margin

1. How many available horizontal spaces are there on this special size sheet if you are typing on an elite machine? (12 letters in one inch times 6 inches = 72 available spaces)

2. What is the center point of this special size sheet? (½ of 72 = 36)

3. What would the left and right margins be for a 40-space line?

(a) $2\overline{)40}^{\,20}$

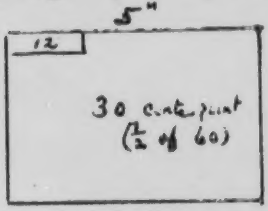
(b) 36 center point	36 center point
-20 half of your space line	+20 half of your space line
16 left margin	56
	+ 5 allowing for the bell
	61 right margin

Cover the bottom half of this sheet and figure here the following margins (left and right allowing for the ringing of the bell) for an elite machine. Check your answers with those at the bottom when completely finished.

(a) A special size sheet 5 inches wide
Margins for a 30-space line

(b) A special size sheet 3½ inches wide
Margins for a 26-space line

(a) A special size sheet 5 inches wide
Margins for a 30-space line



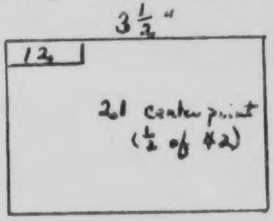
60 available horizontal spaces (12 x 5" = 60)

(a) $\begin{array}{r} 15 \\ 2\overline{)30} \end{array}$

(b) 30 center point
- 15
15 left margin

30 center point
+ 15
45
+ 5
50 right margin

(b) A special size sheet 3½ inches wide
Margins for a 26-space line



42 available horizontal spaces (12 x 3½" = 42)

(a) $\begin{array}{r} 13 \\ 2\overline{)26} \end{array}$

(b) 21 center point
- 13
8 left margin

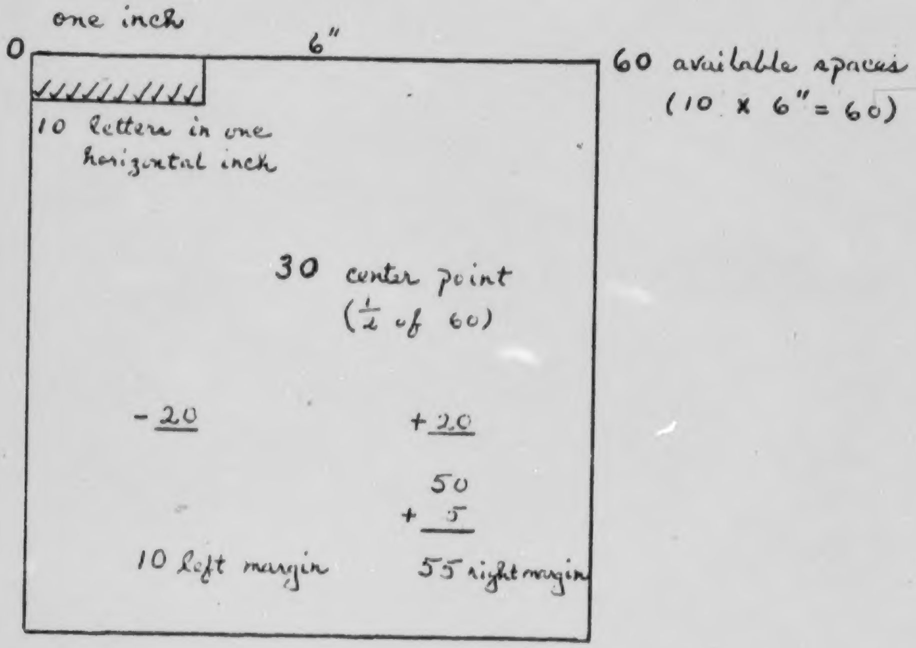
21 center point
+ 13
34
+ 5
39 right margin

HORIZONTAL SPACING ON SPECIAL SIZE SHEETS

Pica

If you know the width of any sheet of paper, you can figure the available horizontal spaces, the center point, and the margins. You use the same procedure as for a standard size sheet of typing paper.

Example: You have a sheet of paper that is 6 inches wide.


one inch
0
6"
60 available spaces
(10 x 6" = 60)
10 letters in one horizontal inch
30 center point
(½ of 60)
-20
+20
50
+ 5
10 left margin
55 right margin

1. How many available horizontal spaces are there on this special size sheet if you are typing on a pica machine? (10 letters in one inch times 6 inches = 60 available spaces)

2. What is the center point of this special size sheet? (½ of 60 = 30)

3. What would the left and right margins be for a 40-space line?

(a) $2\overline{)40}^{\,20}$

(b) 30 center point
-20 half of your space line

10 left margin

30 center point
+20 half of your space line

50
+5 allowing for the bell

Cover the bottom half of this sheet and figure here the following margins (left and right allowing for the ringing of the bell) for a pica machine. Check your answers with those at the bottom when completely finished.

(a) A special size sheet 5 inches wide
Margins for a 30-space line

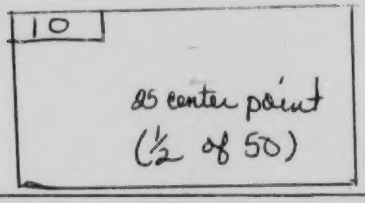
(b) A special size sheet 3½ inches wide
Margins for a 26-space line

(a) $2 \overset{15}{\overline{)30}}$

(a) A special size sheet 5 inches wide
Margins for a 30-space line

5"

50 availbe horizonal spaces ($10 \times 5^2 = 50$)



(b) 25 center point 25 center point

$$\begin{array}{r} 25 \\ -15 \\ \hline 10 \end{array}$$

10 left margin

$$\begin{array}{r} 25 \\ +15 \\ \hline 40 \\ +5 \\ \hline 45 \end{array}$$

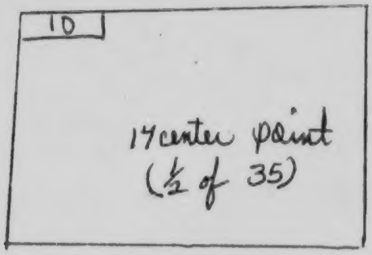
45 right margin

(b) A special size sheet 3½ inches wide
Margins for a 26-space line

(a) $2 \overset{13}{\overline{)26}}$

3½

35 availabile harizonal spaces ($10 \times 3\frac{1}{2} = 35$)



(b) 17 center point 18 center point

$$\begin{array}{r} 17 \\ -13 \\ \hline 4 \end{array}$$

4 left margins

$$\begin{array}{r} 17 \\ +13 \\ \hline 30 \\ +5 \\ \hline 35 \end{array}$$

35 right margin

BASIC RULES FOR FIGURING ANY MARGIN

1. Take half of your space line.
2. Decide what the center point is for your particular sheet of paper. whether it is a standard size sheet or a special size sheet.
3. For left margin: Subtract half of your space line from the center point.
4. For right margin: Add half of your space line to the center point plus 5 to allow for the ringing of the bell.

****Without even knowing the width in inches of a sheet of paper, you can find the center point of any sheet of paper which you have inserted in your typewriter. Use the following procedure:

(1) Look at where the left edge of your paper is on the cylinder scale.

(2) Look at where the right edge of your paper is on the cylinder scale.

(3) Add the two numbers together.

(4) Say half of the total number and this is your center point; for example,

A	(or) B
0 left edge of paper	35 left edge of paper
102 right edge of paper	63 right edge of paper
102 total	98 total
$2\overline{)102}$ = 51 center point	$2\overline{)98}$ = 49 center point

QUESTIONS ON HORIZONTAL SPACING

Answer the following questions on this sheet. You must show your figuring for any problems. Place answers in the left column.

__________ 1. How many spaces are there in one horizontal inch on a pica machine?

__________ 2. How many spaces would a line 3 inches long be on a pica machine?

__________ 3. What is the center point of a special size sheet of paper that is 4½ inches wide on a pica machine?

__________ 4. How many spaces are there in one horizontal inch on an elite machine?

__________ 5. How many available spaces are there across a standard sheet of typing paper on an elite machine?

__________ 6. What is the exact center point of a standard size sheet of typing paper on an elite machine?

__________ 7. What are the left and right margins allowing for the ringing of the bell for a 74-space line on an elite machine?

__________ 8. What are the left and right margins allowing for the ringing of the bell for a 36-space line on a pica machine?

__________ 9. If you had a special size sheet of typing paper 7½ inches wide and 9 inches long, what would the left and right margins be for a 50-space line on an elite machine?

(a)__________ 10. (a) What is the width and length of a standard size sheet of typing paper? Give dimensions in inches; list width first, then length.

(b)__________ (b) Which is larger--pica type or elite type?

UNIT II: TYPING ESSENTIALS

TASK 2: VERTICAL SPACING FACTS AND FIGURING FOR EXACT VERTICAL CENTER AND FOR READING POSITION

RATIONALE: In order for a problem to look attractive vertically, you have to begin typing on the correct line. Vertical spacing is somewhat easier than horizontal spacing because vertical spacing is usually the same on an elite and a pica machine.

OBJECTIVE: Upon completion of this task package, you will be able to space typed material vertically with an accuracy of ½" (3 lines).

LEARNING ACTIVITY:

1. Read and study the vertical spacing facts and illustrations on the following pages and do the two exercises.
2. Refer back to Task Package 3, Section 2 and study two new machine parts--the aligning scale and the variable line spacer.

LEARNING PRACTICE:

1. Check your answers for the two exercises as you do them with those found at the bottom of the exercise.
2. On the last page of this package, answer the questions and work the problems. Do not refer back to any source or consult any person after you look at these questions.

   PRESENT TO INSTRUCTOR!

3. The instructor will now show you how to actually position your machine for spacing down to the correct line if you still have difficulty after having read about the aligning scale and the variable line spacer.

TEST: Written. You are allowed no more than one mistake on this test.

VERTICAL SPACING FACTS

The line-space regulator is set on "1" for single, on "2" for double, and on "3" for triple spacing. Note the examples at the right.

These lines are
single-spaced

These lines are

double-spaced.

These lines are

triple-spaced.

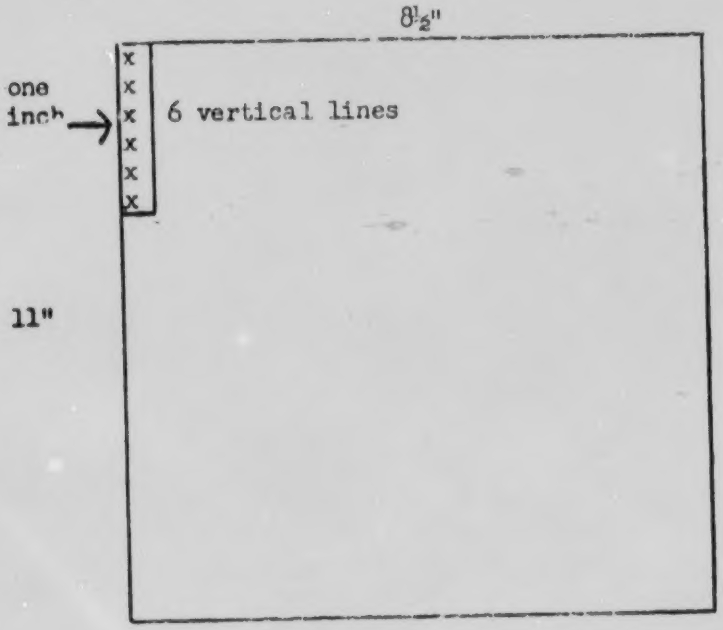
In single spaced copy, there are no blank lines between each typed line.
In double spaced copy, there is one blank line between each typed line.
In triple spaced copy, there are two blank lines between each typed line.

Vertical spacing is the same on an elite machine and on a pica machine usually.

There are 6 vertical lines in one inch.

There are 66 available vertical lines on a standard size sheet of typing paper--(6 vertical lines in one inch times 11 inches, the length of a standard size sheet of typing paper, = 66)

There are 33 available vertical lines on a half sheet of typing paper--(6 vertical lines in one inch times 5½ inches, the length of a half sheet of typing paper, = 33) or (half of 66, the number of available vertical lines on a full sheet, = 33)



66 total vertical lines on a full sheet (6 x 11" = 66)

33 total vertical lines on a half sheet (6 x 5½" = 33)

VERTICAL CENTERING

(Full or Half Sheets)

To center a problem vertically this means to place it exactly in the middle of the page up and down.

Steps for Vertical Centering

1. Count the total number of lines needed to type the problem. This includes actual typed lines and blank lines between typed lines.

2. Subtract the total lines required for the problem from the available lines on the paper. The answer you get will be the total blank lines left on the page.

3. Divide the total blank lines by 2 because you want half the blank lines to appear above your problem and half the blank lines to appear below your problem for exact vertical center. The answer you get after dividing is the number of blank lines to be left in the top margin. If the answer contains a fraction, disregard the fraction.

4. After dividing, add 1 to your answer. You begin typing on this line.

Example: Suppose you have a problem with 20 typed and blank lines combined to be placed in exact vertical center on a full sheet of paper.

(a) 66 available vertical lines on a full sheet
-20 total typed and blank lines needed for problem

46 total blank lines remaining on full sheet

(b) $\begin{array}{l} \;\;\;23 + 1 = 24 \\ 2\overline{)46} \end{array}$

You would leave 23 lines blank and you would begin typing on line 24 for exact vertical center on a full sheet.

Example: Suppose you have a problem with 20 typed and blank lines combined to be placed in exact vertical center on a half sheet of paper.

(a) 33 available vertical lines on a half sheet
-20 total typed and blank lines needed for problem

13 total blank lines remaining on half sheet

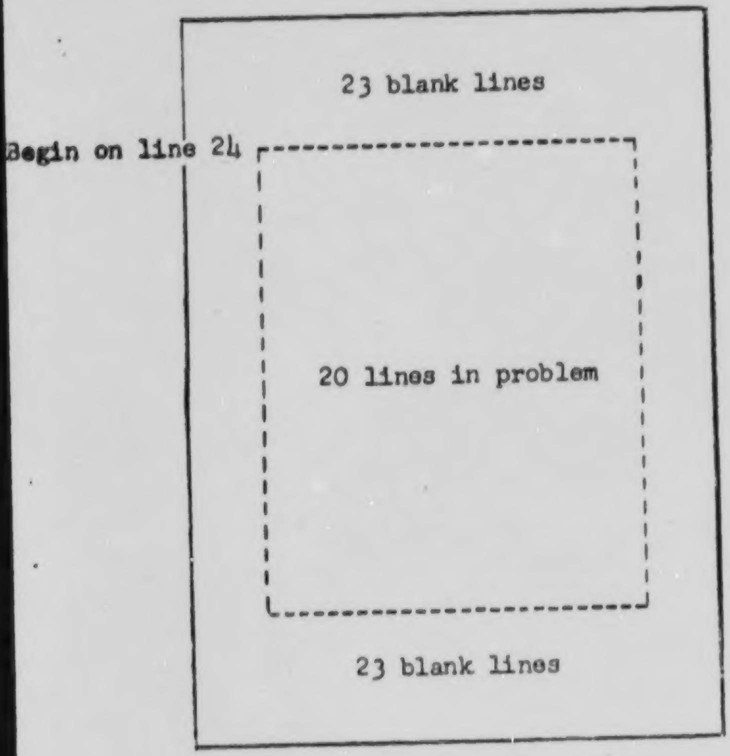
(b) $\begin{array}{l} \;\;\;\;6 + 1 = 7 \\ 2\overline{)13} \end{array}$

You would leave 6 lines blank and you would begin typing on line 7 for exact vertical center on a half sheet.

VERTICAL CENTERING ILLUSTRATION

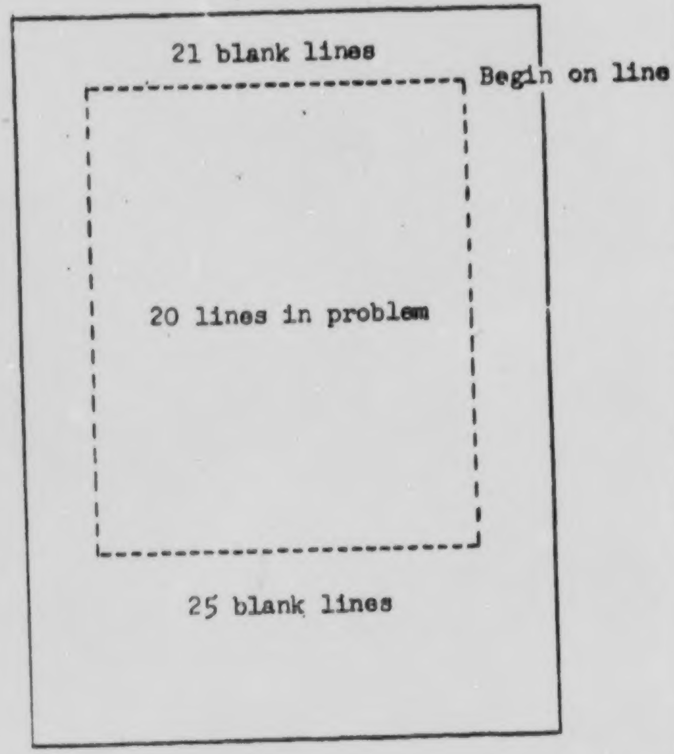
The following diagram at the left illustrates the first example on page 4 of this package. You have a problem with 20 typed and blank lines combined to be placed in exact vertical center on a full sheet of paper.

Exact Vertical Center


23 blank lines
Begin on line 24
20 lines in problem
23 blank lines

Adds up to 66 lines total--number of available lines on a full sheet

Reading Position


21 blank lines
Begin on line
20 lines in problem
25 blank lines

Adds up to 66 lines total--number of available lines on a full sheet.

(a) 66 available vertical lines on a full sheet
-20 total typed and blank lines needed for problem

46 total blank lines remaining on a full sheet

$$\text{(b)}\quad 2\overline{)46}^{\,23} \quad 23 + 1 = 24\text{--line on which you begin typing for exact vertical center}$$

Reading Position means beginning the entire problem 2 lines higher on the page than exact vertical center. Your eye tends to go toward the top rather than the bottom when looking at any poster, book, or typed problem. This means placing two extra blank lines in the bottom margin.

In the above illustration for reading position, you would merely subtract 2 from the line you would begin on for exact vertical center. Thus, you would begin on line 22 for reading position. .

Cover the bottom half of this sheet and figure here the following problems. Check your answers with those at the bottom when completely finished.

(a) On what line would you begin typing to center vertically a problem with 29 typed and blank lines combined on a full sheet? **Remember:** In typing you always drop fractions.

(b) On what line would you begin typing if you placed 17 typed and blank lines combined on a half sheet? Remember: How many lines are there available on a half sheet?

(c) On what line would you begin typing to place Problem B in reading position?

(a) 66 available vertical lines on a full sheet
$-\underline{29}$ total typed and blank lines needed for problem

37 total blank lines remaining on this sheet

$$2\overline{)37} = 18\tfrac{1}{2} \qquad 18\tfrac{1}{2} + 1 = \textcircled{19}$$

(b) 33 available vertical lines on a half sheet
$-\underline{17}$ total typed and blank lines needed for problem

16 total blank lines remaining on this sheet

$$2\overline{)16} = 8 \qquad 8 + 1 = \textcircled{9}$$

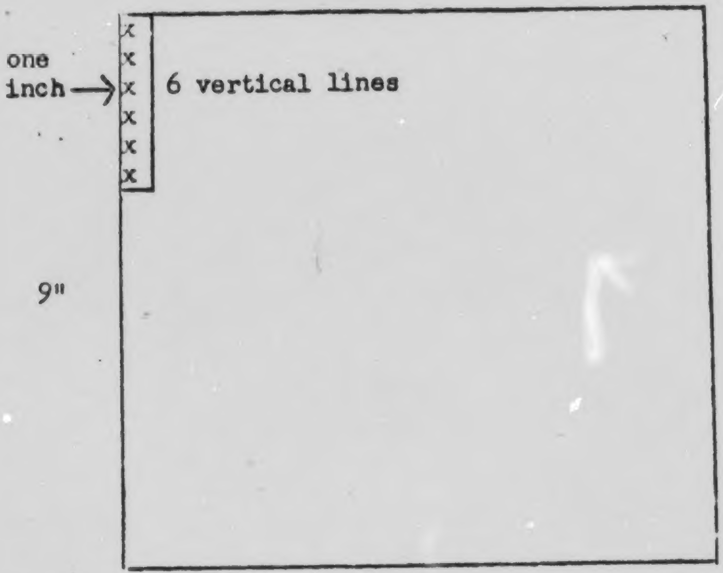
(c) Subtract 2 from the line on which you begin for exact vertical center in order to get reading position

9 - 2 = line ⑦ for reading position

VERTICAL CENTERING ON SPECIAL SIZE SHEETS

If you know the length of any sheet of paper, you can figure the number of available lines on that sheet, and if you know the number of lines needed for your problem, you can determine the correct line on which to begin typing. The procedure for figuring vertical placement is the same as for a full or a half sheet after you know how many lines you have available on your sheet.

Example: You have a sheet 9 inches long and you want to type a problem with 34 typed and blank lines combined on it.



1. How many available vertical lines are there on this sheet? (6 vertical lines in one inch times 9 inches = 54 available vertical lines)

2. On what line would you begin typing for exact vertical center?

   (a) 54 no. of available vertical lines on this special size sheet 9 inches long
   -34 total typed and blank lines needed for problem
   20 total blank lines remaining on this sheet

   (b) $2\overline{)20}$ 10 + 1 = 11 (You would leave 10 lines blank above the problem and you would begin typing on line 11 for exact vertical center.)

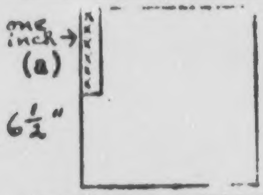
3. On what line would you begin typing for reading position? (Begin on line 11 for exact vertical center, so subtract 2 for reading position; therefore, begin on line 9 for reading position.)

Cover the bottom half of this sheet and figure here the following problems. Check your answers with those at the bottom when completely finished.

(a) How many available vertical lines are there on a sheet that is 6½ inches long?

(b) On what line would you begin typing to place a problem with 17 typed and blank lines combined on this sheet 6½ inches long?

(c) On what line would you begin typing to place a problem with 25 typed and blank lines combined in reading position on a sheet 7 inches (width) by 10 inches (length)?



6.5 (6½ inches long)

× 6 vertical lines in one inch

$\boxed{39.0}$ available vertical lines on this sheet 6½" long

---

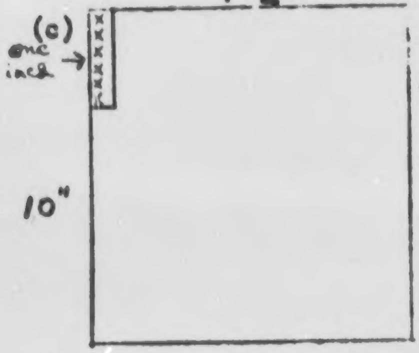
(b) 39 available vertical lines on this sheet 6½" long

− 17 total typed and blank lines needed for problem

22 total blank lines remaining on this sheet

$\begin{array}{r} 11 \\ 2\overline{)22} \end{array} + 1 =$ ⑫

7" [Do not even need to know width]



10 inches long

× 6 vertical lines in one inch

60 available vertical lines on this sheet 10" long

60 available vertical lines

− 25 total typed and blank lines needed for problem

35 total blank lines remaining on sheet

$\begin{array}{r} 17\tfrac{1}{2} \\ 2\overline{)35} \end{array} + 1 = 18$ for exact vertical center

− 2 for reading position

BASIC RULES FOR VERTICAL CENTERING

1. Count to see how many lines you need for your problem.
2. Subtract the number of lines (typed and blank) needed for your problem from the number of available vertical lines on that particular sheet to get the total blank lines remaining on the sheet.
3. Divide the total blank lines remaining on the sheet by 2.
4. Add 1. You begin typing on this line.
5. For reading position, subtract 2 from your answer in Step 4.

* * * * *

If directions for a problem indicate that you are to leave a 1" top margin, you leave 6 blank lines or 1 inch. You begin typing on line 7. Thus, if you are to leave a 2" top margin, you would leave 12 blank lines and begin typing on line 13, etc.

* * * * *

If directions for a problem indicate that the problem is to be centered vertically, this means exact vertical center. Directions state when a problem is to be placed in reading position.

QUESTIONS ON VERTICAL SPACING

Answer the following questions on this sheet. You must show your figuring for any problems. Place answers in the left column.

__________ 1. How many available vertical lines are there in one inch?

__________ 2. How many available vertical lines are there on a sheet 5½ inches (width) by 7 inches (length)?

__________ 3. On what line would you begin typing if you placed 37 typed and blank lines combined on a full sheet in reading position?

__________ 4. On what line would you begin typing if you placed 9 typed and blank lines combined on a half sheet in exact vertical center?

__________ 5. On what line would you begin typing if you needed a 2½ inch top margin?

__________ 6. How many blank lines are there in your top margin when you are using a 1½ inch margin?

__________ 7. How many available vertical lines are there on a sheet 5½ inches (width) by 8½ inches (length)?

__________ 8. Is vertical spacing usually different on an elite and a pica machine? (yes or no)

__________ 9. What is the length in inches of a standard size sheet of typing paper?

__________ 10. On what line would you begin typing if you placed a problem with 25 typed and blank lines combined on a special size sheet 6 inches (width) by 8 inches (length) in reading position? (Draw a diagram on the back of this sheet.)

UNIT II: TYPING ESSENTIALS

TASK 3: WORD DIVISION

RATIONALE: Some words can be divided at the end of a line in typed copy; some words cannot be divided. Both frequent word division and uneven right margins detract from the appearance of the copy. Limit division to those words which would spoil a reasonably even right margin.

Words can only be divided between syllables. However, some words cannot be divided even where there is a syllable as the following practices will indicate.

If it is possible to divide a word correctly in typing, you are to type a hyphen at the end of the line to indicate the division. The rest of the word should be placed on the following line.

OBJECTIVE: Upon completion of this task package, you will be able to divide 18 out of 20 words in the proper place.

LEARNING ACTIVITY:

Study the word division rules on the following sheets under "Input."

LEARNING PRACTICE:

In each practice cycle, do the exercises under "Practice." Write at the right of the syllable division the correct typing word division. If a word cannot be divided, write it without a hyphen. As you finish each practice cycle, check your answers under "Knowledge of Results." When you have finished all practice cycles and have studied thoroughly all your rules, do the Final Review on the last page of this package. Do not refer back to any source after you look at this Final Review.

TEST:

Written. You must divide correctly 18 out of 20 words.

PRACTICE CYCLE 1

Input: (a) Do not divide words of five or fewer letters although there are syllables within the word as al⁀so.

(b) Do not divide words of one syllable as through, clapped, and strained.

Practice: Cover the bottom of this page. Write the correct typing word division for each word.

lo cal

switched

pet al

ex it

ju ror

flown

Knowledge of Results:

lo⁀cal	local
switched	switched
pet⁀al	potal
ex⁀it	exit
ju⁀ror	juror
flown	flown

PRACTICE CYCLE 2

Input: (a) Do not separate a syllable of one or two letters at the beginning of a word; such as a cross or ex press. (See Practice 2a.)

(b) Do not separate a syllable of one or two letters at the end of a word; such as stead y or great ly. (See Practice 2b.)

(c) If you are going to divide a word, you must leave at least a three-letter syllable at the end of a line as in con-trol, and you must carry to a new line at least a three-letter syllable as in care-ful. (See Practice 2c.)

Practice: Cover the bottom of this page. Write the correct typing word division for each word.

(a) ig nore
lo cate
a gainst
au tumn
im press
ro mance

(b) dark en
mag ni fy
a dapt er
a lum ni
a gen da
like ly

(c) hand ful
dou ble
pre tense
gen tle
cur tain
gar bage

Knowledge of Results:

(a)	ig nore	ignore	(b)	dark en	darken	(c)	hand - ful	hand-ful
	lo cate	locate		mag - ni fy	mag-nify		dou - ble	dou-ble
	a gainst	against		a dapt er	adapter		pre - tense	pre-tense
	au tumn	autumn		a lum ni	alumni		gen - tle	gen-tle
	im press	impress		a gen da	agenda		cur - tain	cur-tain
	ro mance	romance		like ly	likely		gar - bage	gar-bage

PRACTICE CYCLE 3

Input: (a) Divide __after__ a one-letter syllable within a word, as sep a - rate. (See Practice 3a.)

(b) However, if the word ends in a ble, i ble, or i cal, you must keep these __last__ two syllable endings together as a unit, as de pend- a ble. Notice the difference in the word sen - si - ble. In this latter word the __i__ is not a syllable by itself. Therefore, you cannot keep ible together here since you cannot divide a word unless there is a syllable division. (See Practice 3b.)

(c) If two one-letter syllables come together, divide between the vowels; as grad u - a tion. (See Practice 3b.)

Practice: Cover the bottom of this page. Write the correct typing word division for each word. If a word can be divided correctly in more than one place, write a hyphen at __each__ proper typing division.

(a) par a graph

ex per i ment

fa cil i ties

op er a tions

a nal y sis

hand i cap

(b) in fat u a tion

chem i cal

lik a ble

prac ti cal

phys i cal

au di ble

Knowledge of Results:

(a) par a - graph	para-graph	(b) in fat u - a tion	infatu-ation
ex per i - ment	experi-ment	chem- i cal	chem-ical
fa cil i - ties	facili-ties	lik- a ble	lik-able
op er a - tions	opera-tions	prac - ti - cal	prac-ti-cal
a nal y - sis	analy-sis	phys- i cal	phys-ical
hand i - cap	handi-cap	au di - ble	audi-ble

PRACTICE CYCLE 4

Input: (a) If the final consonant in a word is doubled when adding a suffix (ending), divide between the double letters; as, con - trol - ling. (See Practice 4a.)

(b) However, when a syllable is added to a word that ends in double letters, divide after the double letters; as, ex⌒press - ing, un⌒will - ing. (See Practice 2b.)

Practice: Cover the bottom of this page. Write the correct typing word division for each word. If a word can be divided correctly in more than one place, write a hyphen at each proper typing division.

(a)	ex pel ling	(b)	call ing
	pre fer ring		bless ing
	pa trol ling		sell ing
	hit ting		bill ing

Knowledge of Results:

(a)	ex⌒pel - ling	expel-ling	(b)	call - ing	call-ing
	pre - fer - ring	pre-fer-ring		bless - ing	bless-ing
	pa⌒trol - ling	patrol-ling		sell - ing	sell-ing
	hit - ting	hit-ting		bill-ing	bill-ing

PRACTICE CYCLE 5--Final Steps! ! !

Input: (a) Do not separate a syllable that does not contain a vowel from the rest of the word; such as did n't. This actually eliminates the typing division of all contractions.

(b) When dividing words, type cial, tial, cion, sion, tion, sive, and tive as a unit; as im par - tial, de struc - tive.

(c) Compound words written with a hyphen should be divided at the hyphen only; for example, self-con trol.

(d) Avoid dividing initials, proper names, numbers, or abbreviations. Initials or a given first name may be separated from a surname (last name) when necessary, as Mrs. John R./Smith. A date may be separated between the day and the year as September 18,/19--. In these instances, no hyphen is used at the end of the line.

(e) Do not divide words at the ends of two or more consecutive lines--that is, at the ends of two lines right together.

(f) Do not divide the last word in a paragraph.

(g) Do not divide the last word on a page.

Practice: Cover the bottom of this page. Write the correct typing word division for each word. If a word can be divided correctly in more than one place, write a hyphen at each proper typing division.

oc ca sion

at ten tive

Mr. E. R. Hum phrey

self-cen tered

are n't

Knowledge of Results:

oc ca - sion	occa-sion
at ten - tive	atten-tive
Mr. E. R./Hum phrey	Mr. E. R./Humphrey
self-cen tered	self-centered
are n't	aren't

FINAL REVIEW

Cover the right side of this sheet. On a scrap sheet of paper, you are to divide the words in Column 1. Use a hyphen to show where such division(s) can be made. Divide each word as many places as possible by applying the typing rules to the dictionary syllables shown in Column 2. If a word cannot be divided, merely rewrite it without a hyphen. When you have finished all 20 words, check your answers with those in Column 3. If you miss any, turn back and review the appropriate rule.

1.	paragraph	par a graph	para-graph
2.	animate	an i mate	ani-mate
3.	jolly	jol ly	jolly
4.	believable	be liev a ble	believ-able
5.	permitting	per mit ting	per-mit-ting
6.	$168.32	$168.32	$168.32
7.	operations	op er a tions	opera-tions
8.	old-fashioned	old-fash ioned	old-fashioned
9.	diary	di a	diary
10.	strength	strength	strength
11.	agenda	a gen da	agenda
12.	leisure	lei sure	lei-sure
13.	advice	ad vice	advice
14.	delicate	del i cate	deli-cate
15.	clerical	cler i cal	cler-ical
16.	valuable	val u a ble	valu-able
17.	spelling	spell ing	spell-ing
18.	Connecticut	Con nect i cut	Connecticut
19.	Jimmy H. Morris	Jim my H. Mor ris	Jimmy H./Morris (no hyphen is used at all but you may type entire last name on next line)
20.	appreciable	ap pre cia ble	appre-cia-ble

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1708 NASH STREET
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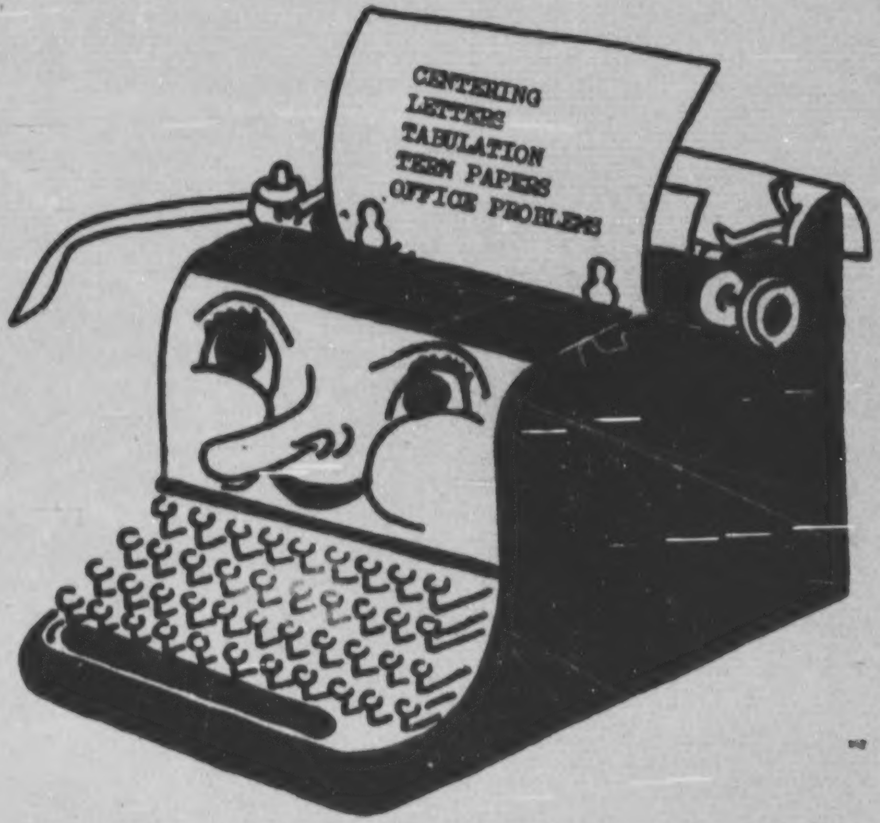

CENTERING
LETTERS
TABULATION
TERM PAPERS
OFFICE PROBLEMS
GO

CLUSTER: CLERICAL
COURSE: TYPING

CE003930(c)

UNIT III: CENTERING AND SIMPLE TABULATION

RATIONALE: Unless the skill and knowledge you have acquired thus far are transferred to problem typing, they are of little value to you. Typing problems, not drills or timed writings, will make up your typing load, whether your typing is for personal or professional reasons. In this unit you will learn to center typed lines horizontally, analyze proofreader's symbols, and type tabulation problems.

Main headings in reports or themes require information centered horizontally in all capital letters. This placement calls special attention to the heading.

Proofreader's symbols are handwritten markings used in rough draft copy (typed copy with correction symbols in it). Occasionally an employer will ask you as his secretary to type something hurriedly without correcting mistakes. If readable, the copy is satisfactory for his use. The employer then uses the rough copy to evaluate the contents of the letter or report. He will make many handwritten changes and other corrections before he returns the copy to you to be typed in its final form. You should study your proofreader's symbols carefully so you may understand the corrections desired in final copy typing.

Tabulation problems consist of typed material in column form. Tabulation problems position information in a neat, orderly fashion for ease in reading.

OBJECTIVE: Upon completion of this unit package, you will be able to center problems vertically and horizontally (including simple tabulation) to an accuracy of two horizontal spaces and two vertical lines.

LEARNING ACTIVITY:

There are no individual task packages for this particular unit. However, at the back of this package there are study sheets on horizontal centering, proofreader's symbols, and tabulation. You should consult these sheets as you get to these sections in your problem typing. You will be referring to pages 59-84 in your Brown Text.

LEARNING PRACTICE:

Pick up the correct amount of paper before beginning each section. This practice will be divided into three sections. Correct errors in all problems.

Section 1--Horizontal Centering (6 half sheets, 1 full sheet)

40B, p. 67 (Read "Steps for Horizontal Centering" on p. 5 of this package. Type problem only once.)

40C, p. 68 (Type Problem 2 only.)

49C, p. 80 (Read instructions at the left before beginning. This problem is written entirely in longhand; this is called script copy.)

42C, p. 70 (Type only once. Read instructions carefully!)

43D, p. 72 (Type only once correctly.)

Section 1 (cont.)

44B, p. 73 (Two problems--Type Step 2 and Step 3.)

HOLD THESE 7 PROBLEMS UNTIL YOU COMPLETE SECTION 2!)

Section 2--Rough Draft Copy with Proofreader's Symbols
(1 half sheet, 1 full sheet)

Study "Proofreader's Symbols" on p. 6 of this package.

35E, p. 59 (Use a half sheet; 60-space line; DS; 1" top margin.)

36E, p. 61 (Use a full sheet; 54-space line; DS; center vertically.)

TURN IN SECTIONS 1 AND 2! (9 problems total)

Section 3--Simple Tabulation (9 half sheets, 2 full sheets)

40D, p. 68 (Read very carefully directions for typing simple tabulation problems found in this problem. Type problem only once. Use a half sheet; begin on line 16; SS.)

When you have finished your problem, look at it carefully. If you have typed it correctly, the outside margins should be equal and between each column there should be 6 blank spaces.

Remember: In a tabulation problem the first column begins at your left margin. Thus if there are 6 different columns in a problem, the first column will be at your left margin. and there will be tabs set for the remaining 5 columns. In tabulation problems, the right margin is NOT set; it just remains at the right edge of the paper.

41B, p. 68 (Drill 2 only)

Problem 2, p. 75 (Follow "Steps for Typing a Tabulation Problem" found in this package and review top of p. 75.)

Problem 1, p. 76

Section 3 (cont.)

47C, p. 77 (Type Drill 1 and Drill 2. Use half sheets. Leave a 2" top margin. Figure left margin and set it. Set a tab for Column 2 just ignoring completely the columnar headings. After you have set margin and tab but before you have done any typing, figure and type columnar headings. Follow directions at the left side.)

47E, p. 78

48D, p. 79

48E, Problem 2, p. 80 (Remember to even or align at the right side the figures in Column 2.)

49D, p. 81 (Problem 1 only. Refer back to p. 80 bottom left corner and read before beginning to type.)

Problem 3, p. 84

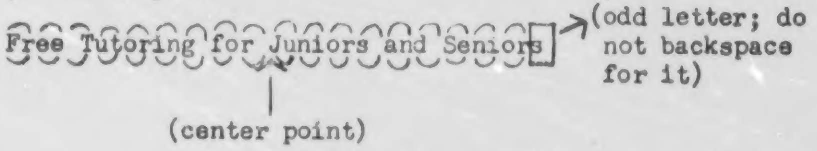
TURN IN SECTION 3! (11 problems)

TEST:

Typed on information in pages 59-84. The material will not be arranged so be sure you know correct spacing between main and secondary headings and between secondary and columnar headings. After a columnar heading, remember you always double space.

STEPS FOR HORIZONTAL CENTERING

1. Make sure the left edge of your paper is at zero according to the cylinder scale.
2. Move your margins to the edge of your paper.
3. Clear all tabs.
4. Move the carriage to the exact center point of your paper and set a tab if each and every line in the entire problem is to be centered horizontally.
5. Backspace from the exact center point one time for each two letters and/or spaces in the line to be centered. If there is one letter left, do not backspace for it; for example:


Free Tutoring for Juniors and Seniors
(odd letter; do not backspace for it)
(center point)

   You have half your line on the left side of your center point and half your line on the right side of your center point. You may use the left index or first finger (manual machine) when you are backspacing a great deal. In straight copy typing such as timed writings, etc., always use your little finger to move the carriage just a few spaces backward.
6. Begin to type at the point where the backspacing is completed.
7. Tabulate to the center point, backspace one time for each two letters and/or spaces in the second line and type. Continue in this manner until all lines have been typed.

PROOFREADER'S SYMBOLS

Symbol	Meaning	Illustration
^ or v	insert	Bob said, ^"If you can go^, I ^can go."
⊙	insert period	Bob can drive⊙ The
Cap. or ≡	capitalize	bob Martin (or) all about planes
⁐	close up	many o⁐f the
lc or /	lower case letters (not capitals)	See the ~~B~~ook. lc OR See the /Book.
stet	"Let it stand" or "Ignore correction."	stet ~~Contributions~~ Gifts Received (actually changed mind twice; type the word Contributions.)
___	underline	Do not talk out of order.
#	add space	many/of the #
℘	delete or leave out	many of the~~s~~se (or) many of ~~all~~ these
∽ or tr	transpose or turn around	many of hte (or) many the of
[	move left	[Place the book here.
]	move right	Pla]ce the book here.
¶	paragraph	
⬭ sp	spell out	(N. C.) sp as North Carolina

STEPS FOR TYPING A TABULATION PROBLEM

1. Place the problem on the page correct vertically.

2. Type any main or secondary headings.

3. Move the left and the right margins to the edge of the paper.

4. Clear all tab stops.

5. Move the carriage to the exact center of the paper. Do NOT set a tab.

6. Notice spacing between columns--usually an even number of spaces (4, 6, 8, 10, etc.)

7. From the exact center of the paper, backspace 1 space for each 2 letters, figures, symbols, and spaces in longest line of each column and for each 2 blank spaces left between columns. (If the longest item in a column has an uneven number of spaces, couple the last letter of the item with the first space between the columns when backspacing by 2's, as in
refer 4 man 4 half

re/fe/r$\overbrace{\#/\#\#/\#}^{\text{4 spaces}}$m/an/$\overbrace{\#\#/\#\#}^{\text{4 spaces}}$/ha/lf

8. When you have finished backspacing, set the left margin.

9. From the left margin, space forward once for each letter, figure, symbol, and space in longest line in the first column and for each space to be left between the first and second columns. Set tab stop at this point for the second column. Follow similar procedure when additional columns are to be typed.

Note: If you type a tabulation problem correctly, you will have the correct number of spaces between columns and the outside margins at the left and at the right will be equal.

Typing a Columnar Heading

1. From point at which column begins, space forward once for each two letters, figures, symbols, or spaces in the longest line. This will give you the center of the column.

2. From center of column, backspace once for each two spaces in heading. Begin to type columnar heading where backspacing ends.

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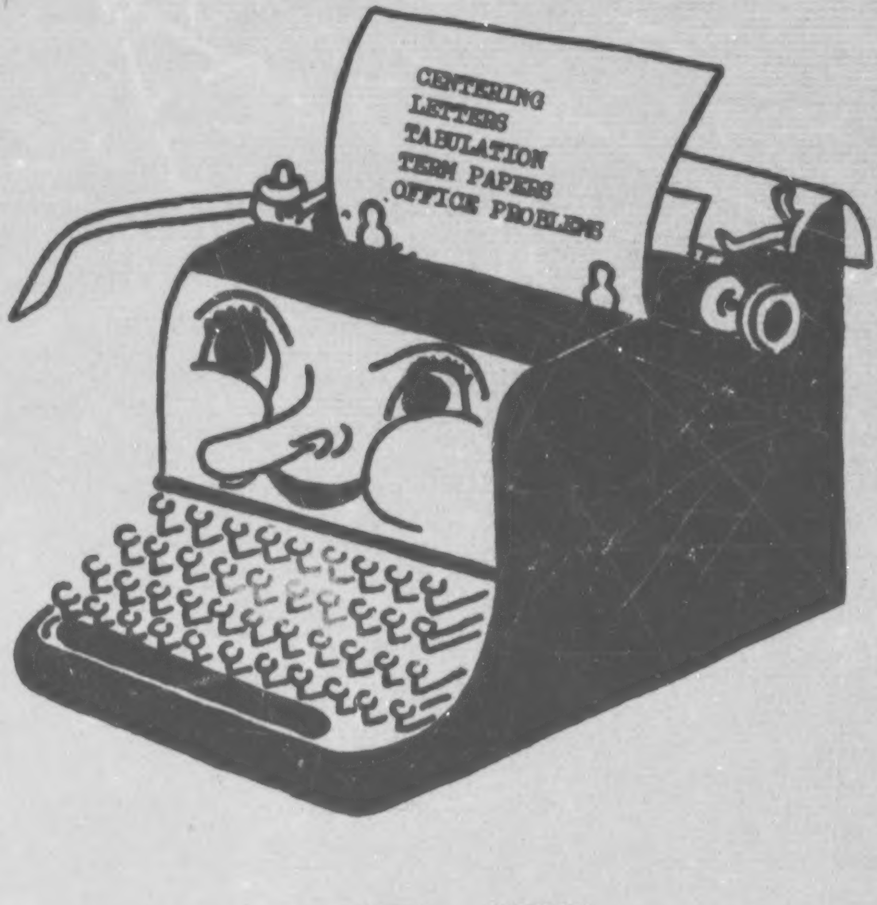

CENTERING
LETTERS
TABULATION
TERM PAPERS
OFFICE PROBLEMS
GO

CLUSTER: CLERICAL
COURSE: TYPING

CE003930(d)

UNIT IV: PERSONAL AND BUSINESS LETTERS

RATIONALE: Letters plus term papers are perhaps the two most important type problems you will encounter in Typing I. In typing letters you should always strive for good form, neatness, and accuracy because you are "selling" *your* qualifications or *your* organization to someone else and you definitely want to make a good impression.

A carbon copy is made of most letters in business offices, because one copy always remains on file for reference. Offices also have printed stationery (letterhead stationery plus a matching envelope). In addition to looking attractive, letterheads save a secretary's time since she does not have to type a return address on either the letter or the envelope.

There are two basic letter styles--block style and modified block style. See which style you prefer!

OBJECTIVE: Upon completion of this unit package, you will be able to type personal/business and business notes and letters in block and modified block styles to a degree of 98 percent accuracy.

LEARNING ACTIVITY:

There are no individual task packages for this particular unit. See cassette tape 4-1A on personal/business letters before beginning Section 2. See cassette tape 4-1B on strictly business letters before beginning Section 3. Also consult the illustrations and study sheets in this package. You will be referring to pages 86-96 in your Brown Text.

LEARNING PRACTICE:

Pick up correct amount of paper before beginning each section. This practice will be divided into three sections. Correct errors in all problems.

Section 1--Memos and Personal Notes (5 half sheets)

Memos in Block Style

53C, Problem 1, p. 86 (Read the actual content of this memo before typing it. Type problem only once.)

What does block style mean?

Problem 2, p. 87 (Half sheet; 60-space line; SS)--top

Personal Notes

Problem 1, p. 87--bottom

Problem 2, p. 89

56C, p. 89 (Step 1 only. Follow directions and THINK!

HOLD THESE 5 PROBLEMS UNTIL YOU COMPLETE ENTIRE PACKAGE!

Section 2--Personal/Business Letters (3 full sheets)

Have you listened to tape 4-1A?

Problem 1, p. 91

Problem 2, p. 91 (Change the return address to your own home return address. See return address illustrations in this package. Send letter to Dr. Newkirk. What would be the correct salutation for this letter?)

Problem 3, p. 91 (Notice that the correct salutation for a letter addressed to a company is just Gentlemen NEVER Dear Gentlemen)

What does modified block style mean?

What is mixed punctuation?

What is open punctuation?

HOLD THESE 3 PROBLEMS UNTIL YOU COMPLETE ENTIRE PACKAGE!

Section 3--Business Letters (3 letterheads, 1 onionskin, 6 small envelopes)

Have you listened to tape 4-1B?

59D, Problem 1, p. 93

59D, Problem 1, p. 93 (Retype the same letter again but this time use block style. The spacing between various parts is the same, but where does every line begin in block style?)

Problem 2, p. 95 (Study how to type carbon copies in 59C, p. 93 and in this package.)*

Which side of the carbon paper (glossy or dull) is toward you once you have inserted your carbon pack in the machine and are ready to begin typing?

A carbon pack is composed of what parts?

*When you type a problem with a carbon copy, make sure you finish the problem completely after you start if possible. It is often difficult to realign the original and carbon copy (which you cannot even see) at a later date.

Section 3 (cont.)

Address small envelopes for all letters in Section 2 and Section 3 (6 envelopes total).

Study 61B, p. 96 including the bottom or refer to "Typing Small Envelopes" in this package.

Place each letter on the right side of your desk and address envelope directly from typed letters. The envelope address should agree with address(es) in the letter in content, style, and spacing.

For the envelopes in Section 2 you must type both the return address and the letter address.

For the envelopes in Section 3 you do not need to type a return address since you typed these letters on letterhead stationery and would, therefore, have matching envelopes with a printed return address. (Assume on business envelopes that you have a printed return address always.)

TURN IN ALL PROBLEMS IN SECTIONS 1, 2, and 3!
(11 problems total plus carbon copy and 6 envelopes)

TEST:

Written or typed.

LETTERS

There are two basic letter styles: block--every line begins at left margin

modified block--(1) return address (if one) and date begin at center point

(2) closing lines begin at center point

There are two kinds of punctuation: open--no punctuation after salutation and no punctuation after complimentary close

mixed--a colon (:) after salutation and a comma (,) after complimentary close

Parts of a business letter in the order that they appear in a letter:

return address (if no letterhead)
date
letter address
salutation
body
complimentary close
signature (in longhand with a pen never a pencil)
typed name
typed official title or position (if one)
typist initials (also called reference initials)--the first letter of the first and last names of the typist which appear on a letter in small letters with no periods or spaces. Throughout the textbook always use your own typist initials regardless of what the initials are in the problem.
enclosure notation--When the body of a letter states something is enclosed (or being sent in the same envelope with the letter), then an enclosure notation should be made two spaces below the typist initials. For example, two enclosures might be shown as follows:

(1) Enclosures
(2) Enclosures 2
(3) Enc. 2
(4) Enclosures: Check for $528.50
List of Salesmen

Carbon Copies

carbon pack: plain sheet or letterhead (sheet with name of company or organization, address, phone number, top executives, etc. already printed at the top)

carbon paper (dull side toward you after pack is inserted in the typewriter)

onionskin (a thin paper used for carbon copies. A carbon copy is made of most letters in an office and filed. If filed, the carbon copy or onionskin sheet would normally not contain a signature.)

Carbon Copies: To make one carbon copy, place a sheet of carbon paper (glossy side down) on a thin sheet of paper (onionskin). On top of the carbon paper, place the original sheet. After stacking the carbon pack and while holding the pack firmly, insert it in the typewriter and turn the right cylinder knob slowly until the carbon pack is positioned around the cylinder. Then operate the paper release lever to even the carbon pack at the top and to prevent streaks from appearing on the carbon copy due to the carbon paper itself wrinkling. Once you are ready to begin typing, check to make sure the dull side of the carbon paper is now toward you!

For each additional carbon copy, just add another sheet of onionskin (bottom) and another sheet of carbon paper (top).

Typing and making one carbon copy is known as preparing copy in duplicate (two copies--one original and one carbon copy). Typing and making two carbon copies is known as preparing copy in triplicate (three copies--one original and two carbon copies), etc.

Different address lines for use in either a return address or a letter address:

1708 Maple Street
Sanford, N. C. 27330

Route 4, Forest Hills
Sanford, N. C. 27330

P. O. Box 392
Sanford, N. C. 27330

Route 4, Box 286
Sanford, N. C. 27330

If an address applies to a small community where there are no streets, etc., place the name of the town on one line and the name of the state on the next line as follows:

Miss Jane Jackson
Cumnock
North Carolina 28602

You always need at least three lines for the letter address.

A Personal/Business Letter (Modified Block Style
Mixed Punctuation
50-space line)

Set tab

The line on which you begin the return address depends upon the length of the body. (Begin at center point on line 18.)

2 blank spaces between state and ZIP Code.

return address

1744 Rosemont Drive
Sanford, N. C. 27330
Current Date

Always come down 4 lines to the letter address

letter address

Director of Admissions
Meredith College
Raleigh, N. C. 27410

2 blank spaces

DS

salutation

Dear Sir:

DS

body

As a senior at Sanford Central High School, I am interested in applying for admission to Meredith College for the 1973-74 term. Please send me an application form plus any information concerning scholarships and loans that are available. If I am to attend college in Septemoer, I shall need some financial assistance. I would even consider a work-study program.

If a personal interview is required, please notify me and specify any additional information I might need.

complimentary close

signature

typed name

Sincerely yours,

Come down 4 lines to the typed name.

Your Typed Name

Girls, include Miss or M
(with or without parenthese
before your typed name.
the signature then do n
use Miss or Mrs.

Boys, do not use Mr. i
either typed name or sign

mixed punctuation--colon after salutation and comma after complimentary close

open punctuation--NO punctuation after salutation or after complimentary close

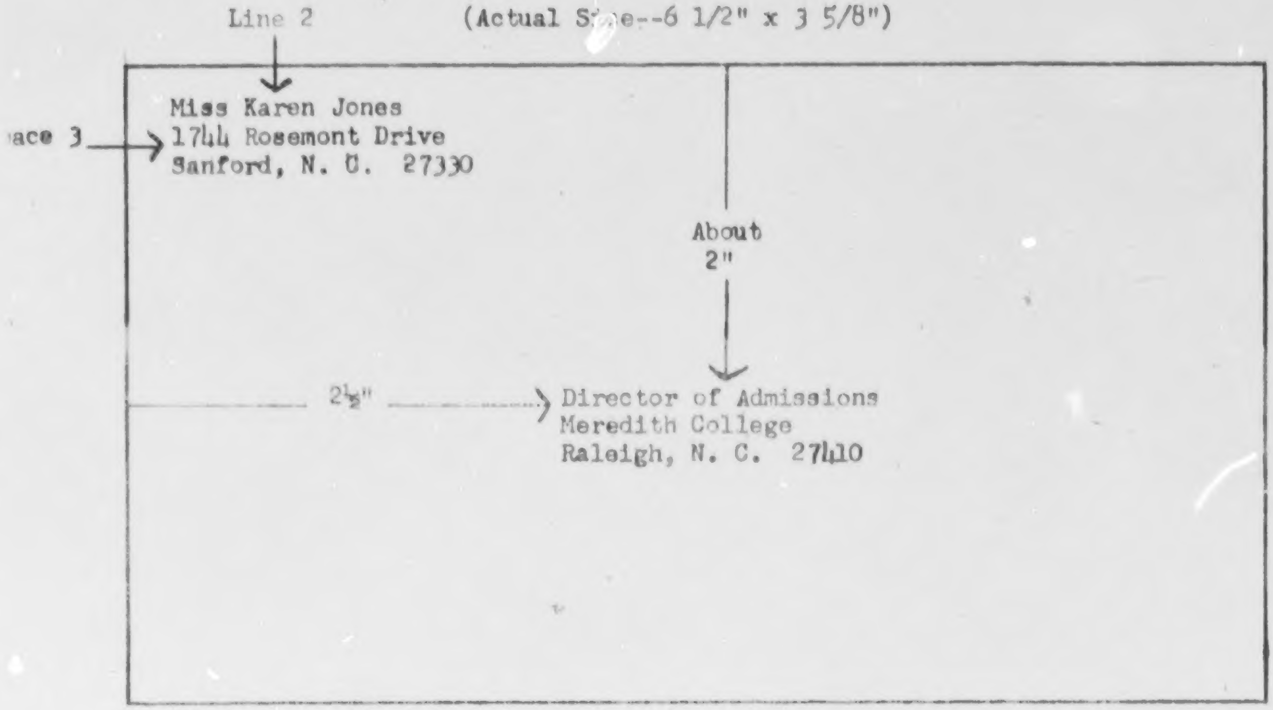
To address a small envelope: Type the writer's or sender's return address (if one) in the upper left corner. (You do not have to type a return address on an envelope when it is already printed to correspond with matching letterhead stationery.) If you must type the return address on an envelope, begin on the second line from the top edge and the third space from the left edge. Use block style and single space.

Type the first line of the letter or envelope address about 2" from the top (about vertical center) on line 12 or 13. Begin about 2½" from the left edge. Use block style and single space, no matter how many or how few lines are required.

A ZIP Code number is found in both the return address and the letter address. A person's title is found in both the return address and the letter address of an envelope.

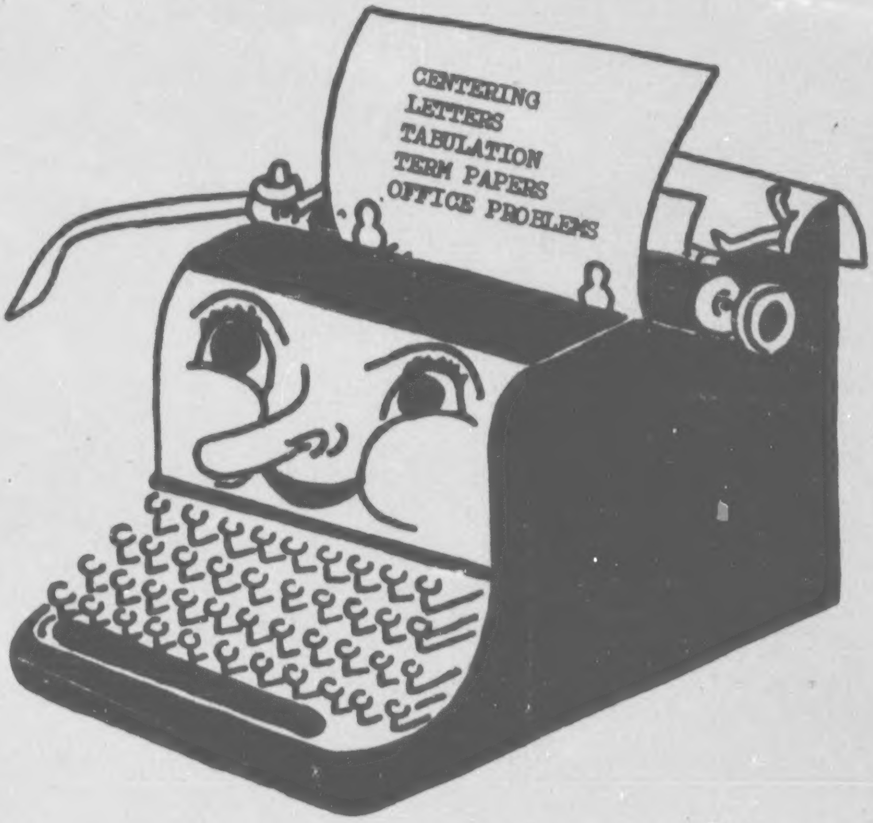
Small Envelope

(Actual Size--6 1/2" x 3 5/8")



You may spell in full a state name (California), abbreviate it according to the old standard abbreviation (Calif.), or abbreviate it according to its 2-letter ZIP Code abbreviation designated by the U.S. Postal Department (CA). The Postal Department prefers that ZIP Codes be used with all state names regardless of whether the name is spelled in full or the old standard abbreviation is used. ZIP Codes must, however, be used with all new 2-letter abbreviations as CA 75331.

RESEARCH PROJECT
SANFORD CENTRAL HIGH SCHOOL
1708 NASH STREET
SANFORD, NORTH CAROLINA 27330


CENTERING
LETTERS
TABULATION
TERM PAPERS
OFFICE PROBLEMS
GO

CLUSTER: CLERICAL
COURSE: TYPING

CE003930 (P)

UNIT V: SUMMARY PROJECT I

RATIONALE: This unit will consist of various problems you should now know how to type. Your ability to think, read, and apply your knowledge in neatly and accurately typed problems will be of utmost importance.

OBJECTIVE: Upon completion of this unit package, you will have "tested" your knowledge to type miscellaneous problems to an accuracy of 99 percent.

LEARNING ACTIVITY:

There are no individual task packages for this particular unit. You are to secure help from NO ONE. You will not be allowed to retype any problem in this project. This entire project counts as a test grade. You will be referring to pages 98-114 in your Brown Text.

LEARNING PRACTICE:

Pick up correct amount of paper before beginning this project. Use tinted color paper for all problems in this project. You may not get any additional paper; you may, however, use the back of your sheets. Correct errors in all problems.
(4 half sheets, 4 full sheets, 2 small envelopes, 1 onionskin)

Problem 1, p. 114--Centered Announcement. (Place the short side of this half sheet, 5½" x 8½", at the top. Center the problem vertically and center each line horizontally.)

Problem 3, p. 114--Tabulation from Rough Draft

Problem 1, p. 98---Memo

Problem 2, p. 99---Personal Note

Problem 3, p. 99---Personal Business Letter. Do not type a carbon copy. Address a small envelope.

Problem 4, p. 99---Business Letter. Assume that you are using letterhead stationery and that you have a printed return address on the envelope. Do type a carbon copy. Address a small envelope.

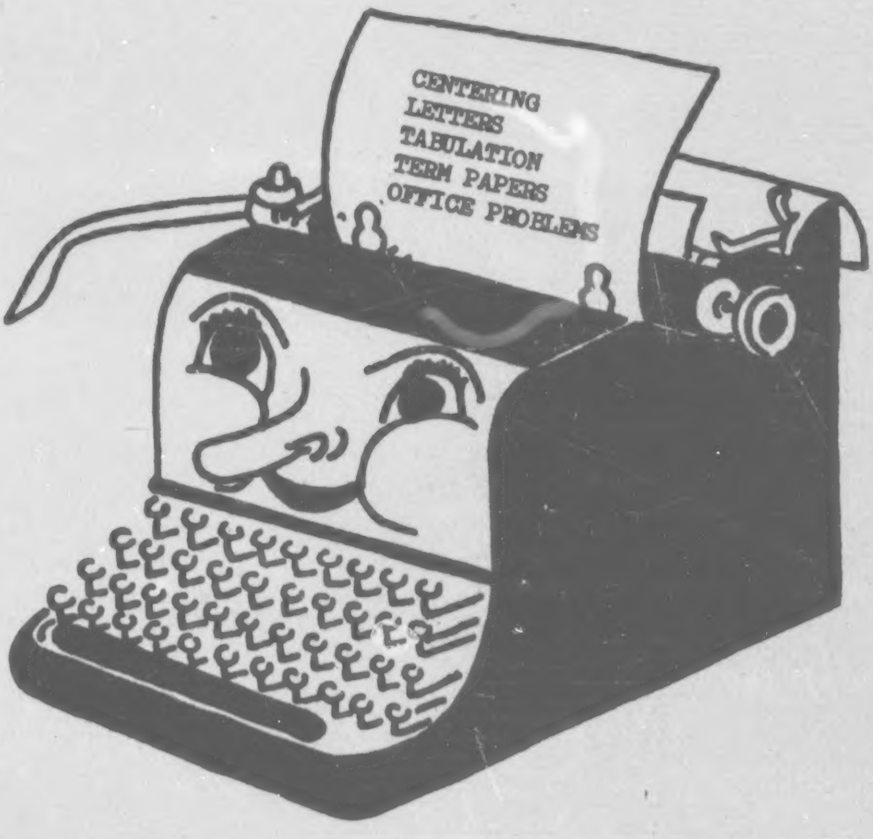
67C, p. 104
and --Theme. (You have not typed an unbound
68D, p. 105 theme before, but you should
have no difficulty IF you read
CAREFULLY and follow directions.
Do correct errors!)

TURN IN ALL PROBLEMS (7 different problems plus carbon
copy and 2 envelopes)

TEST:

None.

RESEARCH PROJECT
SANFORD CENTRAL HIGH SCHOOL
1708 NASH STREET
SANFORD, NORTH CAROLINA 27330


CENTERING
LETTERS
TABULATION
TERM PAPERS
OFFICE PROBLEMS

CLUSTER: CLERICAL
COURSE: TYPING

CE003930(x)

UNIT VI: OUTLINES AND TERM PAPERS

RATIONALE: Outlines and term papers are stressed in Typing I because even during your high school years, you will probably write one or more term papers. If you type neatly and accurately your short themes and term papers, you automatically give your teacher a positive attitude toward your paper. And in some cases, papers must be submitted TYPED! If you hire someone to type a simple theme without even footnotes, you can expect to pay 50¢-60¢ minimum per page for double-spaced copy.

OBJECTIVE:

General

This entire unit is centered around the term paper including the title page, outline, contents with footnotes appearing at the bottom of the pages, and bibliography. Strive first to understand the format of a term paper; then concentrate on the actual typing.

Specific

Upon completion of this unit, you will be able to type:

1. Outlines (topic or sentence) to an accuracy of 97 percent.
2. Unbound themes with footnotes to an accuracy of 95 percent.
3. Complete left-bound term papers to an accuracy of 95-97 percent.

LEARNING ACTIVITY:

1. Unit VI-Task Package 1--Outlines
2. Unit VI-Task Package 2--Unbound Themes with Footnotes
3. Unit VI-Task Package 3--Left-Bound Term Papers

TEST:

Written, typed, or combination.

UNIT VI: OUTLINES AND TERM PAPERS

TASK 1: OUTLINES

RATIONALE: On the page(s) preceding most term papers, there is usually an outline presenting a brief overall picture of the term paper. Outlines are usually short and relatively simple to type, but there are certain rules which need to be followed.

OBJECTIVE: Upon completion of this task package, you will be able to type outlines (topic or sentence) to an accuracy of 97 percent.

LEARNING ACTIVITY:

Study the sheet on "Outlines" in this package.

LEARNING PRACTICE:

Pick up correct amount of paper before beginning this package. Correct errors in all problems.

(3 full sheets)

66C, Problem 1, p. 102 (Center this problem vertically
on a full sheet.)

66C, Problem 2, p. 103

75B, Problem 1, p. 116

TURN IN ALL PROBLEMS! (3 problems)

TEST:

None.

OUTLINES

Topic Outline: an outline composed of word phrases. Do not type a period at the end of each line.

Sentence Outline: an outline with each line being an actual sentence containing a subject and a predicate (verb). Type a period at the end of each statement.

1. Follow directions (if given) for the top margin of an outline. Otherwise, use a 2" top margin (elite) or a 1½" top margin (pica) especially if the outline is long. If the outline is fairly short, you may center the entire outline vertically on the page, preferably in reading position.

2. Side margins are the same as those used for the contents of the term paper.

3. Do not number the outline page.

4. Center the main heading in all capital letters according to the line of of writing if the outline is part of a left-bound term paper. Then triple space.

5. Double space before and after each Roman numeral topic such as II, III, IV, V, etc. The remainder of the outline is entirely single spaced.

6. Use a capital i for I, etc.

7. Remember: Roman numerals must be aligned or even at the right side as

```
  I.

 II.

III.

 IV.
```

8. Leave 2 blank spaces after periods at the end of subdivisions as I.✓✓

9. Order of outline divisions and subdivisions:

```
I.✓✓ECONOMICS OF AUTOMATION (major heading--IN ALL CAPS)

    A.✓✓Investment and Productivity (first-order subheading--Important Words
    B.✓✓-----------------                       Capitalized)
        1.✓✓Employment mobility (second-order subheading--Only first word
        2.✓✓-----------------    capitalized)
            a.✓✓----------------- (same as preceding)
            b.✓✓-----------------
                (1)✓----------------- (same as preceding)
                (2)✓-----------------
                    (a)✓----------------- (same as preceding)
                    (b)✓-----------------
```

10. Leave only one blank space after right parenthesis

UNIT VI: OUTLINES AND TERM PAPERS

TASK 2: UNBOUND THEMES WITH FOOTNOTES

RATIONALE: Let's begin our study of term papers (also called manuscripts) with simple, unbound ones. This really means one-page themes with one or more footnotes appearing at the bottom of the page on which the corresponding quote is placed. If you understand this package, you should have no difficulty whatsoever with the left-bound term paper.

OBJECTIVE: Upon completion of this task package, you will be able to type unbound themes with footnotes to an accuracy of 95 percent.

LEARNING ACTIVITY:

Prior to beginning this section on term papers, be sure that you know how to do the following: (1) align copy (get the paper back in the machine in correct position after a problem has been removed from the typewriter and an error discovered), and (2) squeeze and spread letters. If you do not know either of these two items, see your instructor first!

Secure a PAGE GAUGE SHEET from your instructor. You will need this sheet to type all themes and term papers with footnotes.

Study the sheets on "Unbound Themes with Footnotes" on pp. 4-5 of this package.

Listen to Tape 6-1 and take notes as needed.

LEARNING PRACTICE:

Pick up correct amount of paper before beginning this package. Correct errors in all problems.

(6 full sheets)

69C, p. 107 (Drill) Type once only.

69D, p. 108 (What is the correct spacing for the contents of a theme?)

70C, p. 109

71C, p. 110 (Drill)

Study and know the contents of 116C, pp. 179-180 (top). You do not type anything!

How do you type a side heading?

How do you type a paragraph heading?

71D, p. 111

TURN IN ALL PROBLEMS! (2 drills and 3 problems)

TEST:

None.

UNBOUND THEMES WITH FOOTNOTES

1. Short themes and reports are double spaced and typed on 8½ by 11 inch paper.

2. The margins for an unbound theme are a 1-inch left margin and a 1-inch right margin. Thus on an elite machine, margins are 12 and 90 (102 - 12); on a pica machine, margins are 10 and 75 (85 - 10).

3. Paragraphs are indented (usually 5 spaces).

4. On the first page of a theme there is a 2-inch top margin for elite and a 1½-inch top margin for pica.

5. The main heading is typed in all capitals on line 13, centered horizontally, and followed by a triple space for elite; line 10 for pica.

6. The bottom margin should never be less than about 1 inch.

7. For the second and all following pages, allow a top margin of 1 inch. Type just the page number on line 4 at the right margin. Then triple space to begin the first line of content on line 7 thus leaving 6 blank lines or 1 inch at the top.

8. If you begin a new paragraph on a page, type at least 2 lines of it before continuing on the next page. You should also carry at least 2 lines of a paragraph to a new page. Therefore, a 3-line paragraph cannot be divided and placed on separate pages. It should all be typed either on the first page or on the following page.

Footnotes

1. Footnotes are single spaced with a double space between each different footnote.

2. The first line of each footnote is indented 5 spaces; the following lines of the footnote are against the left margin.

3. Footnotes are usually numbered consecutively (1, 2, 3, etc.) throughout the paper.

4. Superior figures (superscripts) are used to identify footnotes. A superior figure is typed ½ space above the line of writing by using the line finder (also called ratchet release).

5. A divider line (1½ inches long--18 elite spaces or 15 pica spaces) is used to separate the last line of the report from the footnotes. (The divider line is preceded by a single space and followed by a double space if there is a full page of content.)

Footnotes (cont.)

6. When planning where you should stop typing the content on a page and begin typing the divider line, estimate:

    6 lines for the 1 inch to be left blank at the bottom of the page
    3 lines for each footnote that must appear on the page
    2 lines for the divider line

    11 total

    Thus, if you had one footnote to be placed on a full page of content, you would stop typing the content on about line 11, then single space, type the divider line, then double space and type the footnote.

    If you did not have a full page of content, you would simply type the divider line on about line 11 according to your page gauge sheet. You might, therefore, have considerable blank space before the divider line. You would still double space after the divider line, however.

    If you had two footnotes to be placed on a full page of content, you would stop typing the content on about line 14, etc. For each additional footnote, the divider line is raised about 3 lines.

Ellipsis: Used to indicate omission of words from a quotation; shown by three alternating periods and spaces (✓.✓.✓.✓), or four alternating periods and spaces if the end of a sentence is included in the omission (✓.✓.✓.✓.✓) An example of an ellipsis in the middle of a sentence follows:

> You may leave . . . if you wish.

UNIT VI: OUTLINES AND TERM PAPERS

TASK 3: LEFT-BOUND TERM PAPERS

RATIONALE: The left bound term paper including title page, outline, contents, and bibliography is the most commonly used format for term papers. You can insert the completed paper in a clear plastic folder, staple it, or punch holes in it at the left for binding.

OBJECTIVE: Upon completion of this task package, you will be able to type complete left-bound term papers to an accuracy of 95-97 percent.

LEARNING ACTIVITY:

Study the sheets on "Left-Bound Term Papers" on pp. 4-12 of this package.

Listen to Tape 6-2 and take notes as needed.

You may refer to Folder 1 in the file cabinet for illustrations of completed left-bound term papers if you wish.

LEARNING PRACTICE:

This learning practice consists of two complete term papers to be typed! You should ask questions about the first paper as you type it if you do not understand. But on the second term paper, you are to consult NO ONE! Both term papers will be counted as tests but the second paper will be evaluated more strictly.

Term Paper I (9 full sheets)

Type the left-bound term paper entitled CHOOSING A CAREER from pp. 185-188 in Century 21 Typewriting. You are also to type a title page and a bibliography from p. 189.

For the content pages, use these directions:

- 2" top margin for elite and 1½" top margin for pica on first content page
- second and succeeding pages top margin 1"
- 1½" left margin and 1 inch right margin
- Double spacing
- 5-space paragraph indentions
- Footnotes typed on same page with corresponding quotes or ideas. Divider line and footnotes typed to leave only an approximate bottom margin of 1"
- Number the first content page and all following pages.
- Center all main headings in this term paper according to the line of writing.

Term Paper I (cont.)

When finished, you are to staple the completed paper with three staples down the left margin. Assemble in the following order: title page, contents, and bibliography. TURN IN FIRST TERM PAPER!

Most frequent mistakes on term papers:

1. Not single spacing before and double spacing after the divider line on every full page of content.
2. Not placing periods at end of footnotes and bibliographical entries.
3. Not underlining titles of books.
4. Not numbering pages including bibliography page.
5. Not assembling final paper in correct order: title page, outline (if one), contents, and bibliography.

Term Paper II (6 tinted color sheets)

See Term Paper I before you begin this term paper to see what errors you made. Then type the left-bound term paper entitled THE CHARACTER OF ADOLF HITLER from the duplicated sheets in this package. Use the same directions as in Term Paper I. This term paper does contain an outline. Remember: You are to consult NO ONE in typing this term paper. TURN IN SECOND TERM PAPER!

TEST: Written, typed, or combination on Packages 14, 15, and 16.

LEFT-BOUND TERM PAPERS

Title Page

1. The title page will contain the title of your paper (only line in all capitals), your name as being the writer of the paper, and the date. (Other information may also be included; for example, the name of your school, the name of your instructor, course name and/or number, etc.)

2. Information on the title page should be centered according to the line of writing for a left-bound term paper. All information should be neatly typed and attractively arranged. An illustration of how a title page might be arranged follows:

2½"

TITLE OF PAPER

2½"

Name of Student
(DS)
Name of School

2½"

Date

Contents

1. Left-bound term papers are double spaced and typed on 8½ by 11 inch paper.

2. The margins for a left-bound term paper are a 1½-inch left margin and a 1-inch right margin. Thus on an elite machine, margins are 18 and 90 (102 - 12); on a pica machine, margins are 15 and 75 (85 - 10). You allow an extra ½ inch in your left margin for the stapling.

3. Paragraphs are indented (usually 5 spaces).

4. On the first page of a left-bound term paper there is a 2-inch top margin (elite) and a 1½-inch top margin (pica).

5. The main heading is centered over the line of writing.

   On an elite typewriter, your typed line will begin at 18 and go to 90. To find the center point of this line, add 18 (left margin)

   $$\begin{array}{r} 18 \text{ (left margin)} \\ \underline{+90} \text{ (right margin)} \\ 108 \text{ ------ Divide } 2\overline{)108}\ \overset{}{} \\ \end{array} \quad \underline{54 \text{ elite}}$$

   Thus 54 is your new center point just when typing left-bound term papers, because your left and right margins are not equal. Your left margin is wider than your right margin.

   On a pica typewriter, your typed line will begin at 15 and go to 75. To find the center point of this line, add 15 (left margin)

   $$\begin{array}{r} 15 \text{ (left margin)} \\ \underline{+75} \text{ (right margin)} \\ 90 \text{ ------ Divide } 2\overline{)90} \\ \end{array} \quad \underline{45 \text{ pica}}$$

   Thus 45 is your new center point just when typing left-bound term papers, because your left and right margins are not equal. Your left margin is wider than your right margin.

6. Headings and Subdivisions

   The main heading is typed in all capitals on line 13 (elite) or line 10 (pica), centered horizontally according to the line of writing, and followed by a triple space.

   Side headings are underlined and typed even with the left margin. Main words are started with a capital letter. These headings have a triple space before them and a double space after them.

   Paragraph headings are underlined and indented. Usually, only the first word is capitalized.

7. The bottom margin should never be less than about 1 inch.

8. Numbering the first page of content is optional. If you do number the first page, however, the page number is typed about ½ inch from the bottom on line 4 at the center of your line of writing.

9. Short quoted material is double spaced and typed as a part of a paragraph. Quotation marks are used if the material is quoted directly; quotation marks are not used if material is simply paraphrased.

   Long quoted material (meaning 4 or more lines) should be (1) single spaced and (2) indented 5 spaces from both the left margin and the right margin. No quotation marks are used for long quotations.

10. For the second and all following pages, allow a top margin of 1 inch. Type just the page number on line 4 at the right margin. Then triple space to begin the first line of content on line 7 thus leaving 6 blank lines or 1 inch at the top.

11. If you begin a new paragraph on a page, type at least 2 lines of it before continuing on the next page. You should also carry at least 2 lines of a paragraph to a new page. Therefore, a 3-line paragraph cannot be divided and placed on separate pages. It should all be typed either on the first page or on the following page.

(Footnote Examples--First References)

For information on footnotes, see Unit VI, Task Package 2 (No. 15), pp. 4-5.

For a book with one author:

[1]B. F. Skinner, Beyond Freedom and Dignity (New York: Alfred A. Knopf, 1971), p. 125.

For a book with two authors:

[2]Bill H. Smith and Richard L. White, The American High School in the 1980's (2d ed.; McGraw-Hill Book Company, 1972), p. 488.

For a book with three or more authors: (et al. is Latin meaning "and others")

[3]Harold L. Calhoun et al., Contemporary Public Schools (New York: Harper & Brothers, 1973), p. 79.

For a magazine or periodical with an author listed:

[4]Jerome S. Bruner, "A Vivid Glimpse of the Future," Saturday Review, Vol. 42 (January 18, 1964), p. 71.

For a magazine or periodical with no author listed:

[5]"Imaginative, Dynamic, but Questionable," Saturday Review, Vol. 47 (June 26, 1970), p. 48.

For a newspaper article with no author listed:

[6]"Elementary Schools in the Sanford-Lee County Unit," The Sanford Herald (November 3, 1973), p. 5.

For an encyclopedia article unsigned:

[7]"Dewey, John," Encyclopoedia Britannica (1972 ed.), Vol. 5, p. 283.

For an anthology:

[8]Stephen Crane, "The Open Boat," in Great American Short Stories, ed. by Wallace and Mary Stegner (New York: Dell Publishing Co., Inc., 1957), p. 259.

For a play:

[9]William Shakespeare, Macbeth, IV, III, 235-240.

(The numbers after the title of the play are understood to indicate Act IV, Scene III, lines 235-240.)

For an unsigned pamphlet:

[10]U. S. Department of Education, Guide for Public School Educators (Washington, D. C., 1972), p. 5.

For material from one source quoted in another source:

[11]James B. Conant, The American High School Today, quoted by Frederick Mayer in American Education (Chapel Hill: University of North Carolina Press, 1970), p. 366.

For an interview:

[12]Henry Kissinger, interviewed by Walter Cronkite (U. S. Department of Foreign Affairs, Washington, D. C.), 10 a.m., September 5, 1973.

For a personal letter:

[13]Sam J. Ervin, Jr., U. S. Senator from North Carolina, to Ray L. McMillan, August 18, 1973.

(Footnote Examples--Later References)

After the first reference to a particular source has been stated, later references to the source may be shortened as indicated in the following examples:

For the same work mentioned in the immediately preceding footnote:

[14] Ibid., p. 130.

(ibid. is Latin meaning "in the same book")

For a work mentioned previously and other works intervene, the author's last name and the page number are sufficient as:

[15] Skinner, p. 180. OR [15] Skinner, op. cit., p. 180.

(op. cit. is Latin meaning "in the work cited")

Use the Latin term loc. cit. meaning "in the same place" instead of op. cit. when the repeated reference is to the same exact page of a work previously mentioned and there have been intervening footnotes. With loc. cit., use no page numbers.

[16] Skinner, loc. cit.

For a work mentioned already when using more than one work by the same author, use a shortened form of the title along with the author's last name:

[17] Skinner, Beyond Freedom, p. 180.

For a book with two authors:

[18] Smith and White, p. 490.

For a book with three or more authors:

[19] Calhoun et al., p. 90.

For a magazine or periodical with an author listed:

[20] Bruner, p. 75.

For a magazine or periodical with no author listed: (providing no references have been made to other unlisted articles in this same magazine)

[21] Saturday Review, p. 50.

For a newspaper article with no author listed: (providing no references have been made to other unlisted articles in this same newspaper)

[22] The Sanford Herald, p. 7.

For an encyclopedia article unsigned: (providing no references have been made to other unlisted articles in this same encyclopedia)

[23] Encyclopoedia Britannica, Vol. 5, p. 290.

For an anthology: (if referring to the same work in the collection)

[24] Crane, p. 265.

*If more than one unsigned selection is taken from the same magazine or newspaper, the footnote must be given in full.

Bibliography

A bibliography is a listing of all sources (books, magazines, newspapers, pamphlets, etc.) used in writing a research or term paper. It is arranged alphabetically according to the first author's last name. If a source does not have a specific author, then the source should be alphabetized according to the title of the article.

1. Number the bibliography page in the upper right corner on line 4. This will be the last page of your assembled term paper.

2. Leave a 2-inch top margin (elite) and a 1½-inch top margin (pica). This is the same top margin as that of the first page of the contents.

3. Center according to the line of writing in all capitals--BIBLIOGRAPHY. This is typed on line 13 (elite) or line 10 (pica) and followed by a triple space.

4. Begin the first line of each entry against the left margin. The second and following lines are indented 5 spaces. (This procedure is just reversed from the way the footnotes are typed.)

5. Each entry is single spaced with a double space between different entries.

6. Titles of books and magazines are underlined with a continuous underscore; articles from books and magazines are placed in quotation marks.

7. If your bibliography contains more than one book by the very same author, substitute a line followed by a period as the first part of the entry. Do this instead of repeating the name; for example,

   Teale, Edwin Way. The Golden Throng. New York: Dodd, Mead & Company, 1971.

   _______________. The Strange Lives of Familiar Insects. New York: Dodd, Mead & Company, 1969.

8. In each bibliographical entry there are usually 3 types of information:
   (1) author(s)
   (2) title, edition
   (3) publication (place, company, copyright date)
   In order to show these 3 divisions more clearly, 2 blank spaces are left after periods ending these divisions. Notice the spacing separating these divisions in the following illustration.

   Alexander, Carter, and Arvid J. Burke.✓✓How to Locate Educational Information and Data, 4th ed.✓✓New York: Bureau of Publications, Teachers College, Columbia University, 1970.

****For an illustration of a bibliography, see p. 189 in the Brown Text.

(Bibliographical Examples)

The following illustrations are arranged alphabetically from the footnote entries found on pp. 6-7 of this package.

(For a magazine or periodical with an author listed)

Bruner, Jerome S. "A Vivid Glimpse of the Future," Saturday Review, Vol. 42 (January 18, 1964), pp. 68-75.

(For a book with three or more authors)

Calhoun, Harold L. et al. Contemporary Public Schools. New York: Harper & Brothers, 1973.

(For material from one source quoted in another source)

Conant, James B. The American High School Today, quoted by Frederick Mayer in American Education. Chapel Hill: University of North Carolina Press, 1970.

(For an anthology)

Crane, Stephen. "The Open Boat," in Great American Short Stories, ed. by Wallace and Mary Stegner. New York: Dell Publishing Co., 1957.

(For an encyclopedia article unsigned)

"Dewey, John." Encyclopoedia Britannica (1972 ed.), Vol. 5, pp. 285-290.

(For a newspaper article with no author listed)

"Elementary Schools in the Sanford-Lee County Unit," The Sanford Herald (November 3, 1973), pp. 4-5.

(For a personal letter)

Ervin, Sam J., Jr., U. S. Senator from North Carolina, to Ray L. McMillan, August 18, 1973.

(For a magazine or periodical with no author listed)

"Imaginative, Dynamic, but Questionable," Saturday Review, Vol. 47 (June 26, 1970), pp. 45-50.

(For an interview)

Kissinger, Henry, interviewed by Walter Cronkite, U. S. Department of Foreign Affairs, Washington, D. C., 10 a.m., September 5, 1973.

(For a play)

Shakespeare, William. Macbeth in Complete Works, ed. by Charles Joseph Sisson. New York: Harper & Row, 1960.

(For a book with one author)

Skinner, B. F. Beyond Freedom and Dignity. New York: Alfred A. Knopf, 1971.

(For a book with two authors)

Smith, Bill H., and Richard L. White. The American High School in the 1980's, 2d ed. New York: McGraw-Hill Book Company, 1972.

(For an unsigned pamphlet)

U. S. Department of Education. Guide for Public School Educators. Washington, D. C., 1972.

(OUTLINE)

Directions: Center this topic outline vertically in reading position.
Arrange the outline correctly using proper spacing between sections.
Refer to Unit VI, Task Package 1 (No. 14), p. 3 on outlines.

THE CHARACTER OF ADOLF HITLER

I. INTRODUCTION
II. TRAITS
    A. Violence
    B. Revenge (Personal)
    C. Insecurity
III. KEYS TO POWER
    A. Luck
    B. Possession of Unusual Qualities
IV. CONCLUSION

THE CHARACTER OF ADOLF HITLER

When the name of Adolf Hitler is mentioned today, a dark gloomy overshadowing cloud automatically appears in the minds of many people. Most people only think of him as a cruel ruthless dictator who brought heartaches and destruction to an entire world. Seldom do they stop to question the unforseen motives that powered his actions. There is an old saying, "There is a reason for everything." Hitler had his reasons, but were they important enough that a whole nation had to suffer on account of them?

Three basic traits appeared in and dominated the life of Adolf Hitler. These were his belief in violence, his desire for revenge against his enemies, and his sense of insecurity.

> Most of Hitler's ideas grew directly from his own personal difficulties in getting along with society. His own family was of very poor stock, so he persecuted mixed races. His people had been mistreated in Austria, so he hated Austria. He was very poor in his youth, so he hated the rich. He had to live in shelters in Vienna which were supported by Jewish charity, so he hated the Jews. The Vienna art school said his painting showed no talent, so he persecuted the style of painting that was then in fashion. He had been a poor student, so he hated well-educated people. He did not understand the art of living, so he hated the French who knew how to live extremely well. He was uncomfortable in the presence of women, so he removed them from public affairs.[1]

As the first ruler of Germany to rise from the people, Hitler exercised complete power. He was a firm believer in force or the threat of force, which was the crudest, but usually the most effective method. Never did he blurt out a secret and never did he let slip an unconsidered word. Everything was the result of cold calculation. The German people found in him a ruler of more than human qualities; a man of genius raised by Providence to lead them into the "Promised Land."

Hitler staked a claim on greatness, but his remarkable powers were combined with an ugly, shrill egotism. Certainly the Chancellor was no fool. His achievements would never have been possible had he not possessed considerable intellectual power. Over and over again he used various strategies to seize power. Historical greatness meant more to him than the happiness or survival of other people. Hitler made many mistakes, but the greatest was probably overestimating his own power.

Mein Kamph introduced Hitler to the world as a propagandist.[2] He was a pastmaster at throwing up verbal smoke screens to conceal his intended moves. By the image he himself created, he became the last victim of his own propaganda. He seized everything that was to his advantage by lying, cunning, treachery, and unscrupulous means.

The Army was the main power that backed Hitler's actions. Dutybound, the Army did his dirty work in political innocence.[3] Seldom did his generals question the reasons and motives for his actions for they feared his power.

The Third Reich of Germany found a malicious pleasure in other people's misfortunes or stupidities. Indifferent toward the suffering of others, he lacked all feeling of sympathy, was brutal, intolerant, and callous, and filled with contempt for the common ruin of humanity.[4] Pity and mercy he regarded as signs of weakness. The more absorbed he became in his missions, the more complete became his loneliness. He remained lost in a world of inhuman fantasy where the only thing that was real or mattered was his own desire.

What factors contributed to the success of Hitler? Luck and disunity of his opponents account for a part of it, but not all. Hitler began with few advantages--a man without a name and without the support of a family, not even a citizen of the country he desired to rule. To achieve what he did Hitler needed (and possessed) talents out of the ordinary which in sum amounted to a political genius, however evil its fruits.[5]

The fact that Hitler's career ended in failure does not detract from its uniqueness. The passions which ruled his mind were of a mean quality: hatred, resentment, the lust to dominate, and where it was not possible to dominate, to destroy. His twelve years of dictatorship were barren of all ideas save one--the further extension of his own power. To prove that men were governed by stupidity, fear, and their baser passions were his uttermost aims.

Insatiable in his lust for power and living space, Hitler kept Europe in constant turmoil. Even after he knew his success had been destroyed, he was still able to prolong war long past the stage of hopelessness. It took the combined efforts of the three most powerful nations in the world to break his hold on Europe.

Hitler's mission from the beginning was to destroy the liberal bourgeois order that had once rejected him. In this mission he never ceased to believe; and in this the most deeply felt of his purposes, he did not fail. Europe may rise again, but the year of Hitler's War has gone forever--and the last figure in its history is that of Adolf Hitler, the architect of its ruin. "If you seek his monument, look around."[6]

(FOOTNOTES)

[1] "Hitler, Adolf," The World Book Encyclopedia (1955 ed.), Vol. 8, p. 3437.

[2] Ibid., p. 3435.

[3] S. A. Marshall, "A New Perspective on World War II," Saturday Review (May 18, 1957), p. 24.

[4] Alan Bullock, Hitler--A Study in Tyranny (New York: Harper & Brothers, 1952), p. 361.

[5] Ibid., p. 735.

[6] Ibid., p. 738.

BIBLIOGRAPHY

Bullock, Alan. Hitler--A Study in Tyranny. New York: Harper & Brothers, 1952.

"Hitler, Adolf." The World Book Encyclopedia (1955 ed.), Vol. 8, pp. 3434-3438.

Marshall, S. A. "A New Perspective on World War II," Saturday Review (May 18, 1957), pp. 23-25.

RESEARCH PROJECT
SANFORD CENTRAL HIGH SCHOOL
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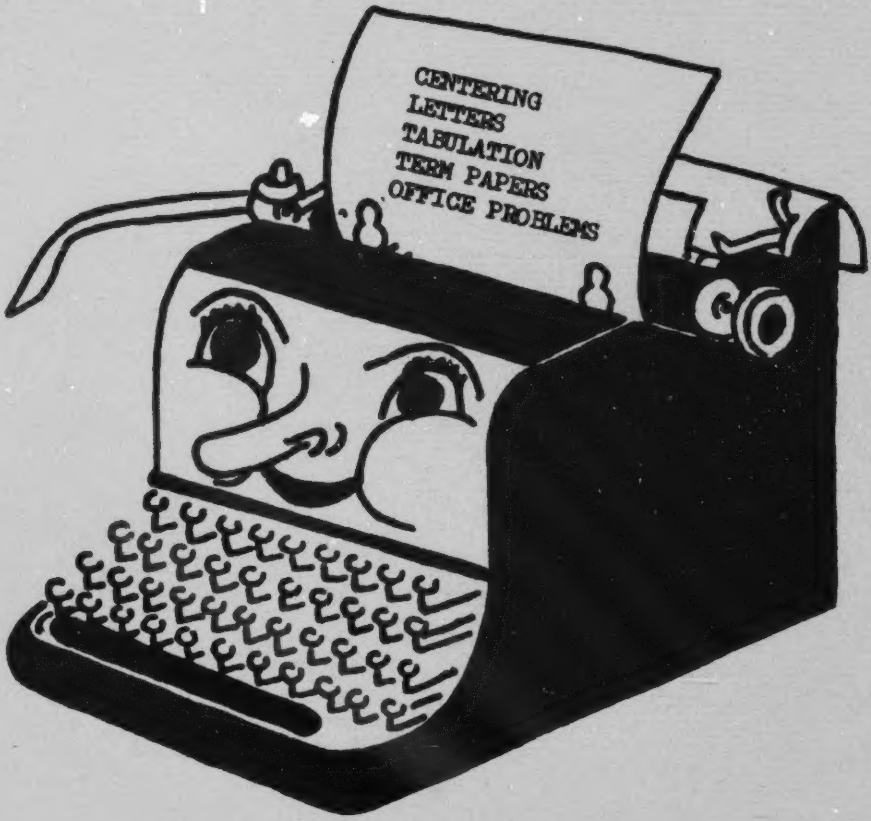
CENTERING
LETTERS
TABULATION
TERM PAPERS
OFFICE PROBLEMS

CLUSTER: CLERICAL
COURSE: TYPING

CE003930 (9)

UNIT VII: NUMBER RULES AND CAPITALIZATION

RATIONALE: Number rules and capitalization rules are important, not only in typing, but also in all written compositions. A correct knowledge of number rules will prevent your guessing when to spell out or use a figure. Yet, correct capitalization is even more essential because you simply must apply capitalization more often. Many of the capitalization rules mentioned in this unit you have known and used for years; others may be somewhat vague in your mind. In any case, study to master all of them well!

OBJECTIVE: Upon completion of this unit package, you will be able to apply number and capitalization rules correctly in 16 out of 20 sentences.

LEARNING ACTIVITY:

There are no individual task packages in this particular unit. This unit is divided into two sections--(1) numbers and (2) capitalization.

Section 1 (Numbers)

On p. 4 of this package you will find eight number rules. Each rule is given and below the rule you will find a correct sentence illustrating the rule. Study this rules sheet as you listen to cassette Tape 7-1 on all your number rules. Take notes as needed. Then type Learning Practice 1.

Section 2 (Capitalization)

On pp. 5-6 of this package you will find 14 capitalization rules. Each rule is given and below the rule you will find a correct sentence illustrating the rule. Study these rules as you listen to cassette Tape 7-2 on all your capitalization rules. Take notes as needed. Then type Learning Practice 2.

LEARNING PRACTICE: (3 full sheets)

Section 1 (Numbers)

Type sentences on pp. 118 and 119 in Brown Text.

Directions: 1½" top margin and type main heading
Use a 74-space line.
Number sentences as 1.✓✓He

Directions (cont.)

Use SS, but DS before each different rule.
Type the LEARN sentence as shown; it is correct.
Then type APPLY sentence using the rule being stressed.

Section 2 (Capitalization)

Type sentences in 79D, p. 122, 80C, p. 123, and 81E, p. 125 of Brown Text.

Directions: Same as for number sentences. See also 76D, p. 118. Begin capitalization series on a clean sheet. Continue on same sheet until full leaving a 1" bottom margin. Start second sheet using rules for second page of a term paper.

TURN IN BOTH NUMBER SENTENCES AND CAPITALIZATION SENTENCES!

(Make sure that you see your sentences after checked by instructor. Do this before taking unit test.)

TEST:

Written, typed, or combination.

NUMBER RULES

1. Spell in full numbers from one to ten--unless these numbers are used with numbers above ten.

   Sue baked ten pies and six cakes for the picnic.
   Jean baked 14 cupcakes, 10 pies, and 6 cakes for the picnic.

2. Always spell out a number when it is the first word in a sentence although there may be figures used later in the same sentence.

   Eighteen of us attended the convention this week and 27 plan to attend next week.

3. If two numbers are used together, spell out the one that is shorter when spelled out.

   Mr. Hughes ordered 25 seventy-pound bags of cement for the driveway.

4. If one fraction occurs alone in a sentence, spell it out in word form. However, if more than one fraction occurs, type all of the fractions in figure form.

   Barbara finished one third of her typing assignment.
   Mark bought 1/4 lb. of cheese, 2/3 lb of beef, and 3/4 lb of butter at the store.

5. If a noun appears before a number, type the number following the noun as a figure.

   For your assignment tomorrow, memorize Chapter 18, Paragraphs 3 and 4.

6. Measures including weights and dimensions are expressed in figures.

   Jim is 5'11½" tall and weighs 185 lbs.

7. Use the percent sign (%) when making a reference to an exact or a definite figure. Use the word percent (spelled) when making a reference to an approximate percentage.

   The interest rate on loans is currently 8½%.
   Almost 40 percent of the class was on a field trip today.

8. Spell names of streets ten and under. All house numbers are in figures except house number One which is spelled out.

   Jim lives at 324 Eighth Street; Mike lives at One 24th Street.

CAPITALIZATION RULES

1. Capitalize the first word of every sentence and the first word of every direct quote if it begins a complete sentence.

   She said, "Anything worth doing is worth doing well."

2. Do not capitalize parts or segments of quotations.

   Some people take vacations on the "see now, pay later" plan.

3. If a direct quotation is broken in the middle, do not capitalize the first word in the second part of the quote.

   "We can go to the game," Carol said, "if you will drive."

4. Capitalize the first word following a colon if it begins a complete statement.

   That is Mrs. Carter's major concern: Will they arrive in time?

5. Capitalize the first word and the last word in titles of books, magazines, newspapers, articles, headings, and plays. Also capitalize all other words between the first and last words in a title except short words of four or fewer letters that are used as conjunctions (and, but, so, etc.), prepositions (in, with, to, of, etc.) and articles (a, an, the).

   Have you read the book entitled On the Road with Walter Cronkite?

6. Capitalize an official title only if it comes directly before a specific name. When a title is used elsewhere, do not capitalize unless it is a title of high distinction as Richard M. Nixon is President of the United States.

   Steve King was appointed manager for our district by Vice-President Boggs.

7. If a business or professional title does not come before a specific name, do not capitalize it.

   I wonder if the doctor has diagnosed the case yet.

8. Capitalize all proper nouns and words that are derived from them.

   In my opinion, the works of American writers are more interesting than those of European writers.

9. Capitalize the days of the week, months of the year, holidays, and special historic events and periods.

   On Tuesday afternoon we shall attend the parade celebrating the Fourth of July.

10. Seasons of the year are usually not capitalized. However, if the seasons are personified (given the characteristics of a human being as they often are in poetry), then they should be capitalized.

    In winter the temperatures are quite low.
    What a lovely sight Winter beheld as she opened her eyes to the wonder of her magnificent snow-laden gown.

11. Capitalize the names of regions and locations in the country. The words north, east, south, and west are not capitalized if they indicate direction. However, if these four words specify a region of the country, they are capitalized.

    We were driving west on Hill Drive when the accident occurred.
    We are planning a trip to the West next summer.

12. Capitalize the name of a specific road, street, avenue, company, etc.

    We are moving to a new home on Pine Valley Road near Westwood Manufacturing Company.

13. Capitalize the name of a specific club, organization, fraternity, building, etc.

    Lisa belongs to the Tri-Hi-Y, Student Council, and Drama Club in our school.

14. If a noun comes before a figure, usually capitalize it. Common words such as line, sentence, page, etc. may be typed without a capital.

    Our reading assignment is Chapter 12, pages 46-70.

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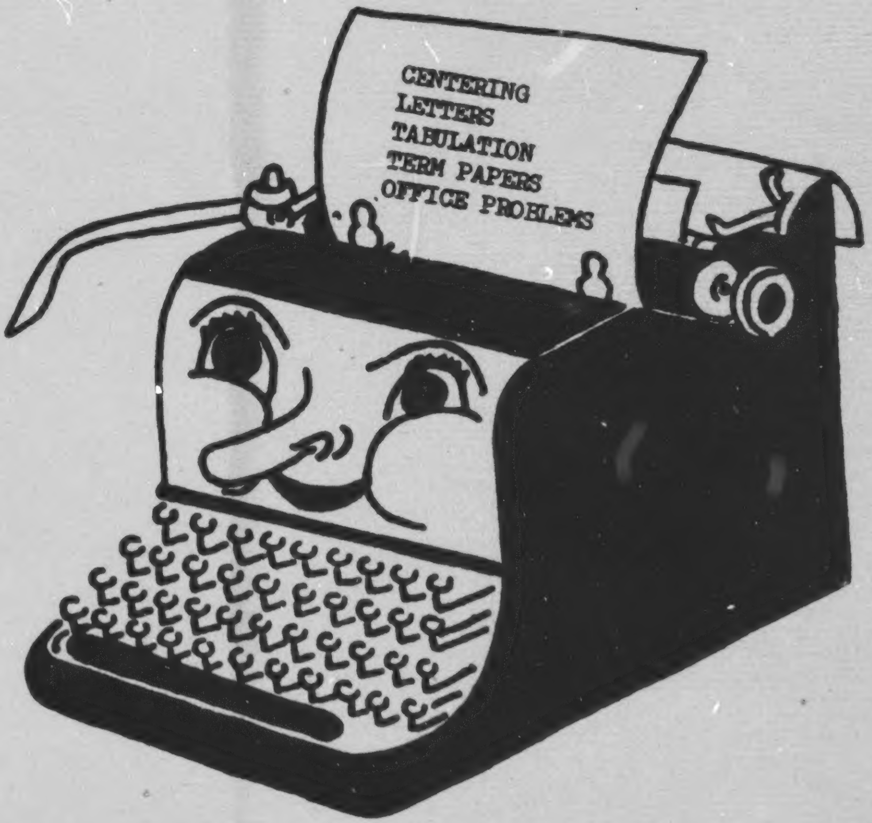
CENTERING
LETTERS
TABULATION
TERM PAPERS
OFFICE PROBLEMS

CLUSTER: CLERICAL
COURSE: TYPING

CE003793 D (2)

UNIT VIII: BUSINESS LETTERS

RATIONALE: Letters are the vital correspondence of the business world. Many of you will actually type business letters. You may type business letters for a civic organization or for an employer during part-time or full-time employment. To an employer, however, a business letter is expensive. The cost of an average length business letter in 1970 was approximately $3.05. Thus, we see that speed is important; but accuracy is equally important because the letter itself gives a good impression or a poor impression of the sender, his company, or his organization. Which impression will your letters convey?

OBJECTIVE: General

Upon completion of this unit, you will be able to type letters confidently and competently in modified block and block style.

Specific

Upon completion of this unit, you will be able to:

1. Arrange modified block style letters acceptably through judgment placement and type with an accuracy of 98 percent on a production basis.

2. Arrange block style letters acceptably through judgment placement and type with an accuracy of 98 percent on a production basis.

LEARNING ACTIVITY:

1. Unit VIII-Task Package 1--Modified Block Style Letters
2. Unit VIII-Task Package 2--Block Style Letters

You are to assume in all problems that you are using letterhead stationery with matching envelopes.

TEST:

Typed from unarranged copy.

UNIT VIII: BUSINESS LETTERS

TASK 1: MODIFIED BLOCK STYLE LETTERS

RATIONALE: The modified block style letter is somewhat more popular than the block style letter. It tends to present a more balanced appearance on the page and gives the reader the impression that the sender has taken more care in preparing it.

OBJECTIVE: Upon completion of this task package, you will be able to arrange modified block style letters acceptably through judgment placement and type with an accuracy of 98 percent on a production basis.

LEARNING ACTIVITY:

Listen to cassette Tape 8-1a concerning business letters, study p. 144 of the Brown Text (especially the chart), and read the letter information on pp. 3-4 of this package.

LEARNING PRACTICE:

Pick up correct amount of paper before beginning this package. Correct errors in all problems.

(6 full sheets--no envelopes required for these letters)

94D, Problem 1, p. 146 (Correct errors!)

Problem 1, p. 148

Page 5 of this package (Arrange this script letter determining your own margins and the line on which to begin. The number of words in the body is not given. Just estimate and "judgment place" this letter. Your letter should appear "framed" on the page when you have finished.)

96C, p. 149 (Time yourself using your watch or the clock on the wall as you type this [illegible]. Set margins, etc. [illegible] finish typing the [illegible] many minutes did [illegible] no longer than about 5 [illegible]" time required to type this letter at the top of the letter.)

Get cassette Tape 8-1b for production typing of [illegible], p. 150. Make sure you have at least 15 minutes remaining in the class period before beginning this production tape. Correct errors!

TURN IN ALL PROBLEMS! (5+ problems)

TEST: None.

LETTER PLACEMENT

Business letters are usually typed on 8½" by 11" letterhead stationery. Very short letters are often typed on half sheet letterheads with either the short side or the long side at the top.

Business letters are considered short, average, or long depending upon the number of words in the body of the letter. Most letters are average in length (100 to 300 words in the body).

The line on which the date is typed also varies depending upon the length of the body. For a short letter, you begin the date lower on the page; for a long letter, you begin the date higher on the page. The date line varies from 20 for an extremely short letter to line 12 for the longest letter.

In an office a secretary does not know the number of words in the body of a letter. She just uses her own judgment to place a letter acceptably on the page so that it looks attractive.

Following is a table you might find useful in typing business letters:

Table

	Margins*		
Length	Elite	Pica	Date Line
Short--2" side margins **(Up to 100 words)**	24 - 83	20 - 70	20
Average--1½" side margins **(101 to 300 words)**	18 - 89	15 - 75	[illegible] (The longer the letter, the higher the date line)
Long--1" side margins **(More than 300 words)**	12 - 95	10 - 80	12

*Five spaces is added to the right margin to allow for the ringing of the bell. Throw your carriage shortly after the bell rings.

MISCELLANEOUS LETTER INFORMATION

Letter Address:	Personnel Manager Sears Roebuck Company 1872 Garden Avenue Greensboro, N. C. 27412	Sears Roebuck Company 1872 Garden Avenue Greensboro, N. C. 27412
Salutation:	Dear Sir	Gentlemen
	(Correct salutation for a letter addressed to an individual whose actual name you do not know. You only know his official title.)	(Correct salutation for a letter addressed strictly to a company.)

*The salutation Dear Sirs is never correct.

A personnel manager in a company is the individual who interviews, gives placement tests (if any), and recommends hiring new employees.

* * * * *

An official title (if one) may be placed on the same line with the typed name or it may be placed on the next line directly underneath the typed name. The length of the typed name and the length of the official title determine its placement. This is true in both a letter address and in closing lines. Use a comma between the name and the title only when the name and the title appear on the same line.

Letter Address:	Mr. Pete Hill, Manager Robinson Furniture Co. 510 Westwood Avenue Greensboro, N. C. 27412	Mr. Patrick Hamilton District Manager Robinson Furniture Co. 510 Westwood Avenue Greensboro, N. C. 27412
Closing Lines:	Sincerely yours	Sincerely yours
	Carl Ross, Engineer	Kenneth Patterson District Engineer

TI-VIII-1

Directions: Use modified block style; mixed punctuation.

July 16, 1973

South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227

Gentlemen:

We are considering ordering copies of *Personal and Professional Typing*, Third Edition, by Wanous as a supplementary text for our Typing I students for the school year 1973-74. Since we have not previewed this new edition, please send us a complimentary copy immediately so that we may examine it before placing our order with the Textbook Division in Raleigh.

Your prompt attention to this request will be appreciated.

Sincerely,

(Mrs.) Jill Norris
Business Education Teacher

UNIT VIII: BUSINESS LETTERS

TASK 2: BLOCK STYLE LETTERS

RATIONALE: The block style letter with open punctuation is the easiest and quickest style letter to type. Every line begins at the left margin. The spacing between various parts, however, is still the same as for modified block style.

OBJECTIVE: Upon completion of this task package, you will be able to arrange block style letters acceptably through judgment placement and type with an accuracy of 98 percent on a production basis.

LEARNING ACTIVITY:

Study the letter placement charts on p. 144 of the Brown Text and p. 3 of the preceding package. Review block style letters on p. 156 of the Brown Text.

LEARNING PRACTICE:

Pick up correct amount of paper before beginning this package. Correct errors in all problems.

(5 full sheets--no envelopes required for these letters)

101C, Problem 1, p. 155 (Correct errors the first time!)

103C, Problem 2, p. 159

Page 3 of this package (Arrange this script letter in block style determining your own margins and the line on which to begin. The number of words in the body is not given. Just estimate and "judgment place" this letter. Your letter should appear "framed" on the page when you have finished.)

Get cassette Tape 8-2 for production typing of 104C, p. 160. Make sure you have at least 30 minutes remaining in the class period before beginning this production tape. Correct errors!

TURN IN ALL PROBLEMS! (4 problems)

TEST:

Typed from unarranged copy on modified block and block style letters.

Directions: Use block style; open punctuation.

July 31, 1973

Miss Susan Jones
156 Western Boulevard
Greensboro, N. C. 27412

Dear Miss Jones

Thank you for your order of October 14 for the book entitled How to Succeed in College by Lay McCrary.

This book, published in 1970, has been one of our best sellers. Due to the demand for this publication, our present supply of it is, therefore, exhausted.

We are sending you under separate cover, however, a similar book entitled College and You, which we hope you will enjoy. If this book is not satisfactory, you may return it to us within five days at our expense.

Your interest in our "world of books" is appreciated.

Cordially yours

John C. Dixon
Manager

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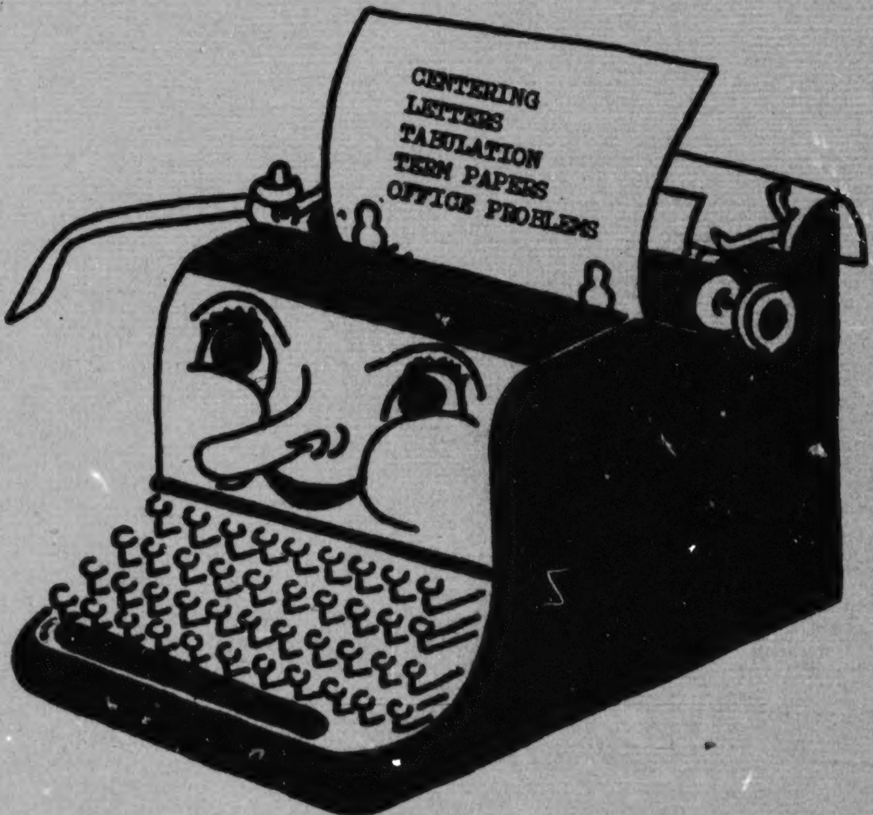
CENTERING
LETTERS
TABULATION
TERM PAPERS
OFFICE PROBLEMS
GO

CLUSTER: CLERICAL
COURSE: TYPING

CE003930 (i)

UNIT IX: TABULATION

RATIONALE: The tabulation problems in this unit are more difficult than those typed previously. Hence, they should present a greater challenge for you. If you think through the procedure for setting up tabulation problems, you will have no trouble. By listening to the cassette tapes, you will be forewarned of most pitfalls you might encounter.

OBJECTIVE: Upon completion of this unit package, you will be able to type complex, unarranged tabulation problems with an accurecy of 95-97 percent.

LEARNING ACTIVITY:

There are no individual task packages for this particular unit. Read and study carefully 106C, p. 162 in the Brown Text. If you wish, you may also review the study sheets in Package 10 on tabulation. As you type the problems in this unit, you should consult the following cassette tapes:

9-1 while typing Section 1 on tabulation

9-2 while typing Section 2 on tabulation

You will be referring to pages 162-177 in the Brown Text.

LEARNING PRACTICE:

Pick up correct amount of paper before beginning each section. Correct errors in all problems.

Section 1--Tabulation (3 half sheets, 2 full sheets)

Listen to cassette Tape 9-1 while typing these problems.

107C, Problem 1, p. 164

107C, Problem 2, p. 164 (How many lines are there available on a half sheet inserted with the short side at the top? The sheet is 5½" wide by 8½" long.)

108C, Problem 1, p. 165 at bottom (Study Drill 1 only, 108B, p. 165 first.)

109C, Problem 1, p. 168 (Omit last instruction. Place 6 spaces between longest items of each column.)

109C, Problem 4, p. 168

TURN IN SECTION 1! (5 problems)

Section 2--Tabulation (1 half sheet, 4 full sheets)

Listen to cassette Tape 9-2 while typing these problems.

111C, Problem 1, p. 170

112D, Problem 1, p. 171

112D, Problem 3, p. 172 (Place 8 spaces between longest items of each column.)

113C, Problem 1, p. 173

113C, Problem 2, p. 173

TURN IN SECTION 2! (5 problems)

Make sure you see your tabulation problems after checked by instructor. Do this before taking unit test!)

TEST:

Typed on tabulation information in pages 162-177 in the Brown Text. The information will not be arranged so be sure you know correct spacing in the opening lines and special information on spacing near the end of certain problems. Start this test at the very beginning of the class period; it will require the entire period!

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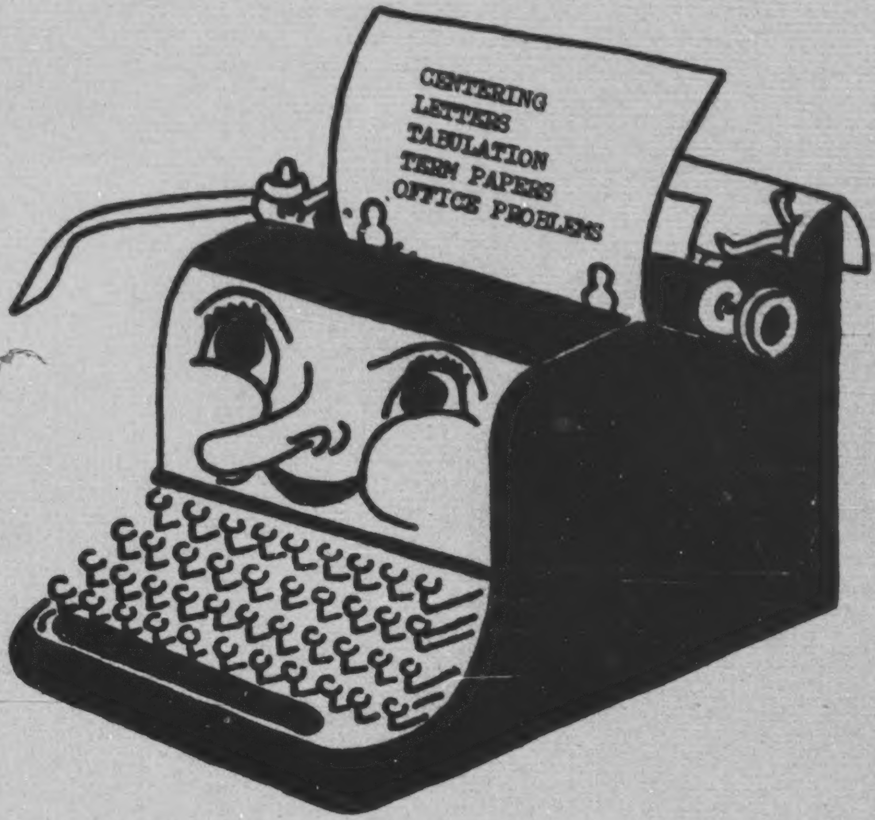
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TABULATION
TERM PAPERS
OFFICE PROBLEMS
GO

CLUSTER: CLERICAL
COURSE: TYPING

CE003938 (i)

UNIT X: PUNCTUATION , ! ? -- : - () ___ " ; '

RATIONALE: One of the greatest weakness in English grammar is punctuation. Although you began the study of punctuation in the grammar grades, it still requires attention. You must use punctuation in writing your own themes, letters, etc. And with certain professional careers (secretarial, for example), the correct use of punctuation is a _must_! Punctuation is a topic which is not as interesting perhaps as some but one which you definitely need to learn for your own enrichment. Many students will find this package to be the most difficult one they will encounter in Typing I. If you tackle this unit slowly with determination and concentration, you will conquer it!

OBJECTIVE: Upon completion of this unit package, you will be able to apply punctuation rules correctly in 20 out of 25 sentences.

LEARNING ACTIVITY:

There are no individual task packages for this particular unit. This unit is divided into four sections:

Section	Tape No.	Sentence Nos.	Page Nos.
1	10-1	1- 5	128
		6- 9	129
2	10-2	10-15	131
		16-20	132
3	10-3	21-26	134
		27-30	135
4	10-4	31-33	137
		34-36	138

Listen to the proper cassette tapes and take notes as needed before typing the sentences in each of the four sections. On pp. 3-7 of this package you will find all 36 punctuation rules plus additional illustrations. Listen to Tape 10-1, type sentences 1-9, listen to Tape 10-2, type sentences 10-20, etc.

LEARNING PRACTICE:

(3 full sheets)

Directions: Type LEARN and APPLY sentences mentioned above from Brown Text. Use same instructions as you did for the number and capitalization rules. Refer to 76D, p. 118 for details. Note at the beginning of each page in the text whether or not to begin on a new sheet.

TURN IN PUNCTUATION SENTENCES!

(Make sure that you see your sentences after checked by instructor. Do this before taking unit test.)

TEST:

Written, typed, or combination.

PUNCTUATION RULES

1. COMMA: Use a comma following (a) clauses, phrases, or words that are introductory, and (b) words in a series with a conjunction.

If he leaves work early, he will stop by the bakery, the drugstore, and the grocery store.

2. COMMA: Use a comma to set off a short, direct quotation.

Mary Jones said, "I volunteer to be chairman of the committee."

3. COMMA: Use the comma to set off (a) words in apposition (words which come together and refer to the same person, thing, or idea); and, (b) words of direct address.

an appositive ————↓————↓ ↓—direct address

Mr. Seagraves, our principal, is attending a conference. No, Mr. Smith, Mr. Howard is not attending the conference.

4. COMMA: Use the comma to set off nonrestrictive clauses (not necessary to meaning of sentence). Do not use commas to set off restrictive clauses (necessary to meaning of sentence).

This book, which is one of my favorites, is no longer in print. (nonrestrictive--clause not necessary--use commas)

All members who cannot attend the meeting should raise their hands. (restrictive--clause necessary--do not use commas)

5. COMMA: Use a comma between the day and the year and the city and the state. When information follows a city and state or date (including the year) appearing within a sentence, place a comma after the state or year.

We shall depart for Atlanta, Georgia, on Wednesday, April 16, 197-, at 2 p.m.

6. COMMA: Use a comma to separate two or more adjectives when they come before a noun and are of the same rank. Hint: If you can insert the word "and" between the adjectives and the meaning is unchanged, use the comma.

Sally sang in a clear, melodic voice.

7. COMMA: Use a comma to separate (a) two unrelated figures that come together and (b) numbers into units of three digits each except for year, page, telephone, room, policy, and serial numbers.

In 1969, 14 buildings were insured under Policy 40-23701.

8. EXCLAMATION MARK: Use an exclamation mark after exciting interjections and after sentences or phrases that express strong emotion and excitement.

Whow! See that sun! This is going to be a beautiful day!

9. QUESTION MARK: Use a question mark after a statement that is a direct question with a definite response expected. Use a period, however, after a polite request (often with the words "please" and "may" included).

When do you plan to call? Please let us hear from you soon.

10. DASH: Use a dash (a) to emphasize, (b) to indicate a complete change of thought, or (c) to separate a direct quotation from an author or reference which follows it.

We are leaving next week--or at least I think so--for a month's vacation.
"Give me liberty, or give me death."--Patrick Henry.

11. COLON: Use a colon to introduce a listing. Note: Never use a colon after a linking verb as is, are, was, were, seem, feel, etc.

Robert purchased the following at the store: a shirt, slacks, and a belt.

12. COLON: Use a colon to introduce a question or a long direct quotation.

The question still remains unresolved: Is a checkup more than once a year warranted?

13. COLON: Use a colon between hours and minutes in time. Note: With a.m. and p.m., always use figures. With o'clock, use either figures or words as four o'clock or 4 o'clock.

The flight will arrive promptly at 4:30 p.m.

14. HYPHEN: Use a hyphen for compound numbers between twenty-one and ninety-nine.

Isn't Mrs. Cook's mother almost eighty-two years old?

15. HYPHEN: Use a hyphen between compound adjectives that come before a noun they modify.

Ernest Hemingway is a well-known author.

If an expression normally hyphenated follows a noun, it is not hyphenated.

Ernest Heminway, as an author, is well known.

16. HYPHEN: Several compound expressions having the same root are hyphenated.

All three-, four-, and seven-pound packages will be shipped first.

17. PARENTHESES: Use parentheses around parenthetical or explanatory material and added information. Note: The period goes inside the parentheses only if the entire sentence is parenthetical, as (See Map 2.)

If only part of the statement is parenthetical, the period goes outside the parentheses, as

He worked extremely hard completing the project (especially the maps).

18. PARENTHESES: Use parentheses around letters or figures used to stress enumerated items.

These are the factors to be considered: (1) his qualifications, (2) his experience, and (3) his recommendations.

19. PARENTHESES: Use parentheses around figures following amounts stated as words for additional emphasis and clarity. Parentheses appear frequently in legal documents.

The lessee agrees to pay one thousand dollars ($1,000) rental per month for six (6) years for the Rockwell Building located at 802 Rock Drive.

20. UNDERLINE: Use the underline to indicate titles of books, magazines, and newspapers. Such titles may also be typed in ALL CAPS without underlining.

The new book entitled The River to Pickle Beach by Doris Betts was recently reviewed in The Sanford Herald.

21. UNDERLINE: Use the underline (or quotation marks) to emphasize or call attention to special phrases or words.

The best way to achieve is to try to achieve.

22. QUOTATION MARKS: Use quotation marks around direct quotations. Note: When the question mark applies to the entire sentence, it goes outside the quotation marks.

statement / question
(a) Mary asked, "Is Bob going?"
(Only the direct quotation is a question in this sentence, so the question mark goes before the quotation marks. In all other cases, the question mark goes after the quotation marks as illustrated in Steps b and c.)

question / statement
(b) Did Mary say, "Bob is going"?

question / question
(c) Did Mary say, "Is Bob going"?

23. QUOTATION MARKS: Use quotation marks around titles of articles, plays, poems, lectures, mottoes, and often slang expressions.

Mr. Langvil's speech on "The Environment in 2000" was dynamic and thought-provoking.

24. QUOTATION MARKS: Special words and phrases are enclosed with quotations for emphasis.

Mr. Vincent's "get-up-and-go" attitude has impressed all the employees.

25. QUOTATION MARKS: Use single quotation marks (the apostrophe) for a quote within a quote. (One person is saying what someone else has said.)

Rachel said, "I asked Miss Jones to play the piano for us, but she replied, 'I am too busy.'"

26. SEMICOLON: A semicolon goes between two complete independent clauses when a conjunction is not used.

Marilyn looks familiar; I wonder if she is Mrs. Baker's daughter.

27. SEMICOLON: A semicolon separates two independent clauses if they are connected with a conjunctive adverb as therefore, however, moreover, nevertheless, consequently, thus, yet, etc.

It was too late; therefore, we did not stop to see them.

28. SEMICOLON: Use a semicolon to separate different groups of information (particularly if commas are included) that are introduced with a colon.

We elected the following people to serve as officers for 1973-74: Liz Stack, president; Martha Caligan, vice-president; and Judy McLean, secretary-treasurer.

29. SEMICOLON: Semicolons and colons go after (outside) the quotation marks.

That remark is "all we need"; it is time to go.

30. APOSTROPHE: The apostrophe may be used as a symbol to mean "feet" in measurements or "minutes" in time. The quotation marks may be used as a symbol for "inches" in measurements or "seconds" in time.

Mr. Cox's carpentry student measured that 7'6" x 5' board in 2'15".

31. APOSTROPHE: The apostrophe indicates an omission of letters or figures as in contractions.

That is a '71 Ford, isn't it?

32. APOSTROPHE: Use an apostrophe and s to make the plural of most letters, figures, and words.

Susan received four B's on her report card.

33. APOSTROPHE: Add an apostrophe and s (a) to make a singular noun show possession as the dog's food, and (b) to make a plural noun which does not end in s show possession as children's toys.

	Singular	Singular Possessive	Plural	Plural Possessive
(regular noun)	boy	boy's	boys	boys'
(irregular noun)	man	man's	men	men's

34. APOSTROPHE: Add an apostrophe and s to a proper name of one syllable that ends in s to show possession as Bess's.

The tickets can be purchased from Mr. Ross's son.

35. APOSTROPHE: Add only an apostrophe (a) after plural nouns that regularly end in s as students' desks, and (b) after a proper name of two or more syllables that ends in s as Jesus' disciples.

Bob Williams' house is currently being painted on the outside.

36. APOSTROPHE: If something is owned jointly by two or more persons, the apostrophe only goes with the last noun as secretary and treasurer's report (one report).

If something is owned separately by two or more persons, the apostrophe goes with each of the nouns as secretary's and treasurer's reports (two reports)

Sara's and Mae's absences were recorded in Miss Smith and Mrs. Moore's class.
(separate possession) (joint possession)

Brannon and Clark's store (one store owned jointly)
Brannon and Clark's stores (two or more stores owned jointly)
Brannon's and Clark's stores (two stores owned separately--one store owned by Mr. Brannon and one store owned by Mr. Clark)

sister-in-law's book (one book belonging to my sister-in-law)
sister-in-law's books (two or more books belonging to my sister-in-law)
books of my sisters-in-law (two or more books belonging to several different sisters-in-law). Use this rearranging of the phrase rather than sisters-in-law's books.

RESEARCH PROJECT
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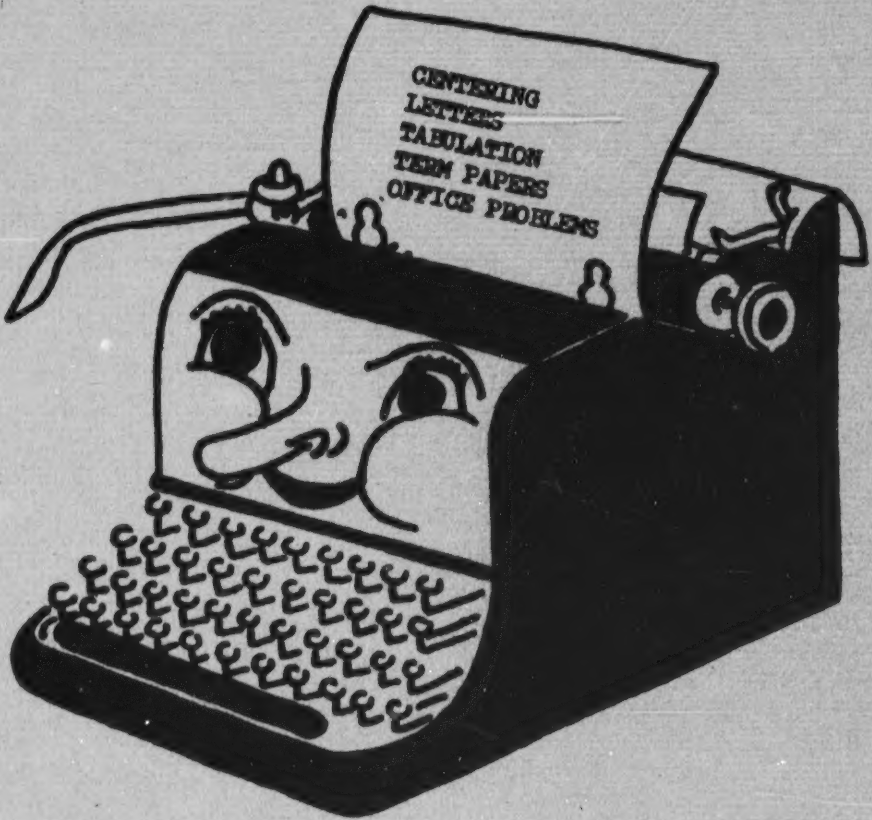

CENTERING
LETTERS
TABULATION
TERM PAPERS
OFFICE PROBLEMS

CLUSTER: CLERICAL
COURSE: TYPING

CE003930 (k)

UNIT XI: BUSINESS FORMS; SPECIAL LETTER CORRESPONDENCE

RATIONALE: If you plan to take Typing II or seek part-time or full-time employment in an office, the problems in this unit will be most beneficial to you. Even if you do not plan to do the former, you will probably receive either an invoice or a voucher check plus various letter correspondence during your lifetime and isn't it always helpful to understand fully what you've received?

OBJECTIVE: General

Upon completion of this unit, you will be able to define and type (1) the various information found in business forms and (2) the special notations found in business letter correspondence.

Specific

Upon completion of this unit, you will be able to:

1. Name the kinds of information found in various business forms and type postal cards, interoffice memos, invoices, and voucher checks with an accuracy of 98 percent.
2. List and define the various special features found in long and short letters and envelopes and type such features (attention line, subject line, second page headings, company name in closing lines, carbon copy notation, and postscript) in letter correspondence with an accuracy of 95 percent.

LEARNING ACTIVITY:

Unit XI-Task Package 1--Business Forms

Unit XI-Task Package 2--Special Letter Correspondence

TEST:

Written and perhaps partly typed.

UNIT XI: BUSINESS FORMS; SPECIAL LETTER CORRESPONDENCE

TASK 1: BUSINESS FORMS

RATIONALE: In this package, you will type postal cards, interoffice memos, invoices, and voucher checks. The forms which you will use in this practice are not identical necessarily to those you would find in an office. Forms vary from one office to another, but the basic information typed on these forms does not change considerably.

OBJECTIVE: Upon completion of this task package, you will be able to name the kinds of information found in various business forms and type postal cards, interoffice memos, invoices, and voucher checks with an accuracy of 98 percent.

LEARNING ACTIVITY:

Listen to cassette Tape 11-1 on business forms and take notes as needed. You will be referring to pages 194-202 in the Brown Text.

LEARNING PRACTICE:

Pick up the following supplies before beginning this practice. *Indicates that carbon copies are required.

2 postal cards
1 interoffice memo
2 invoices
2 voucher checks
3 half sheets
2 carbon sheets (half sheets)

Problem 5, p. 198--Postal Cards

The terms post card and postal card are different. A post card may be purchased at a drug store, dime store, vacation site, etc. It has a picture on one side; the message and address both go on the reverse side. You must place a stamp on it for mailing.

A postal card, however, is obtained only at the U. S. Post Office. When you purchase it, you are paying for postage already imprinted on it. The address goes on one side; the message goes on the reverse side. We shall be concerned with typing the postal card. Remember--since the message goes on one side and the address on the other, type both sides in the same upright position.

(1) Type the message side of just two postal cards.

(2) Type the name and address of only Mr. Chialtas and Mr. Isshiki on the blank lines.

Type all three steps to make the completed postal cards.

*Problem 9, p. 200--Interoffice Memorandum

(Proper form plus one carbon copy on plain half sheet). Opening lines are to be aligned. Remember there are two blank spaces after a colon. Use own typist initials a DS below the final paragraph. TS between last line of heading and first line of the message.

Interoffice Memo

An interoffice memo is used for written correspondence between offices or departments of the same company. A memo can be set up and typed quickly and easily. Titles (Mr., Mrs., Dr., etc.), the salutation, complimentary close, and formal signature are usually omitted.

Problem 11, p. 201--Invoice

(Read directions carefully and type only one original copy on the proper form). For tab stops, leave 2 or more blank spaces to the right of the ruled lines. Try to center the information in the middle of the columns using eye placement.

What is an invoice? Is it made out by the buyer or the seller? What does 2/10, n/30 mean?

*Problem 12, p. 201--Invoice

(Type an original using proper form with 2 cc's on plain half sheets). The underline found below the last figure before the total is as long as the total.

Problem 13, p. 202--Voucher Check

(Use correct form.) Notice the two sections of a voucher check. The typing should rest slightly above the horizontal lines; it should not cut through them. Between the $ on the standard check and the figure following it, there should be no blank space. This lack of space prevents the alteration of checks.

There are two places on a standard check where erasing is absolutely not allowed--(1) after the $ where the amount is typed in figure form, and (2) on the third typed line where the amount is typed out in word form.

Problem 14, p. 202--Voucher Check
(Use correct form.)

TURN IN ALL PROBLEMS! (7 separate problems plus any cc's)
Place any carbon copies behind the original.

TEST:

None.

UNIT XI: BUSINESS FORMS; SPECIAL LETTER CORRESPONDENCE

TASK 2: SPECIAL LETTER CORRESPONDENCE

RATIONALE: This package introduces an index card mailing list, full-page letters, two-page letters, three-page letters with tabulations in the body, and half sheet letters with new, special features included in all of them. Most of these problems require an application of many typing fundamentals you have previously learned.

OBJECTIVE: Upon completion of this task package, you will be able to list and define the various special features found in long and short letters and envelopes and type such features (attention line, subject line, second page headings, company name in closing lines, carbon copy notation, and postscript) in letter correspondence with an accuracy of 95 percent.

LEARNING ACTIVITY:

Listen to cassette Tape 11-2 on special letter correspondence and take notes as needed. Also study the sheets in this package on special features in business letters and on general letter information. You may consult Package 19 or p. 144 in the Brown Text for your letter placement chart. You will be referring to pages 198-200, 203-217 in the Brown Text.

LEARNING PRACTICE:

Pick up the following supplies before beginning this practice.

6 index cards (5" x 3")
5 large envelopes
4 full sheets
1 full letterhead (Youth Work Experience Council)
1 full letterhead (National Highway Safety Council)
2 half sheet letterheads (8½" x 5½"--Youth Work . . .)
2 half sheet letterheads (5½" x 8½"--Youth Work . . .)
4 small envelopes

Be sure to use your own typist initials on all problems!

Problem 6, p. 198--Index Card Mailing List.

A mailing list is a handy alphabetized card listing of the various organizations, companies, and individuals with whom a given company corresponds. When a particular secretary desires to send a letter, etc. to someone, she merely pulls the alphabetized card to find the proper address. Use your mailing list for addressing most letters and envelopes in the remainder of this practice.

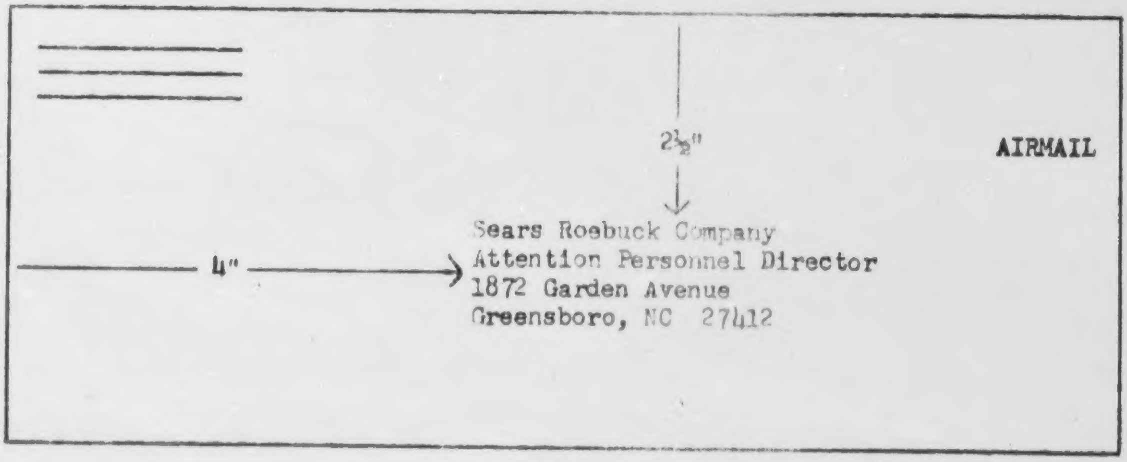
Follow directions in Step 1 except type cards for only the first 5 firms listed on p. 177. Do Step 2. Then be sure to alphabetize cards when finished with special information card on top.

Problem 7, p. 199--Addressing Large Envelopes.

Read and study carefully "Addressing Envelopes" and "Folding Procedures" on p. 199 and p. vi in the reference pages at the back of the Brown Text.

Use a large envelope rather than a small envelope usually for two occasions: (1) a one-page letter with enclosure(s) and (2) a letter consisting of more than just one page.

(Large Envelope)



Sears Roebuck Company
Attention Personnel Director
1872 Garden Avenue
Greensboro, NC 27412

Remember--Anything on an envelope dealing with the proper person receiving the correspondence such as PERSONAL, HOLD FOR ARRIVAL, PLEASE FORWARD, CONFIDENTIAL, etc. goes at the left about a TS below the return address in all capitals. (The attention line, if used, goes directly underneath the company name as a part of the envelope address. See above illustration.)

Anything on an envelope dealing with the postage such as AIRMAIL, SPECIAL DELIVERY, REGISTERED goes at the right about a TS below the stamp in all capitals.

Address envelopes to only the first 3 addresses of the mailing list (alphabetized) you prepared in Problem 6. (Assume you already have a printed return address on all envelopes in this practice.)

Problem 16, pp. 203-204--Special Business Letter Variations.

Use both sides of a full sheet. This problem is actually drill work on special features found in business letters. You are to correct all errors! When you have completed all 3 steps, let the instructor check your 4 drills. This problem is to be turned in with all your other problems in this practice. Use 1" side margins and correct vertical spacing appropriate for each drill part of this two-page letter.

Step 1: Type this drill one time. Begin on line 12 since this is the line on which you begin the date for a two-page letter.

Step 2: On the reverse side of your full sheet, type Step 2. Use the vertical form the first time. Then double space and type Step 2 again using the horizontal form.

Step 3: Type this drill one time. Begin a donble space below the horizontal form drill in Step 2.

Problem 17, pp. 204-205--Two-Page Form Letter.

Make no carbon copies! Type this letter only once to the first address on your mailing list. Use the vertical form, not the horizontal form, for the heading on page 2. Sign R. J. Rogers above Executive Secretary when you have finished the letter. Address a large envelope. Use Youth Work Experience Council for the letterhead on the first page.

Problem 18, p. 205--Letters on Half Sheets.

Follow directions for Step 1 and Step 2. Sign R. J. Rogers above Executive Secretary when you have finished the letters. Address small envelopes for all your letters.

Step 2, p. 214 (top)--Special Letter Problem Applications.

Study carefully but do not type drill.

A carbon copy notation is usually made if a copy of the original is being sent to someone else. This notation may be typed as follows:

Copy to Mr. John Doe

(or)

cc Mr. John Doe

138D, pp. 214-215--Three-Page Letter.

Use National Highway Safety Council letterhead. Type only one original. In reality you would type one original and two carbon copies of this letter. One carbon copy would be placed in an envelope addressed to Mr. Paul Kalmar. (See closing lines of this letter on p. 216.) The other carbon copy would be filed. Address a large envelope.

TURN IN ALL PROBLEMS! (6 separate problems plus various parts)

TEST:

Written and perhaps partly typed on business forms and special letter correspondence (Packages 24 and 25).

SPECIAL FEATURES OF BUSINESS LETTERS

1. Attention line. An attention line is used occasionally in business letters. When it is used, it is typed a double space below the letter address before the salutation. The attention line begins against the left margin. If there is an attention line in a letter, there should also be an attention line on the corresponding envelope.

2. Subject line. A subject line tells the reader at a glance what is contained in the message of a letter. A subject line is typed a double space below the salutation before the body. In a block style letter, the subject line begins at the left margin. In a modified block style letter, the subject line may begin at the left margin or it may be centered horizontally. (The latter tends to give better balance to a modified block style letter.) A subject line may be typed either of these three ways:

   INVOICE #28601

   Subject: Invoice #28601

   SUBJECT: Invoice #28601

*The first way omitting the word "Subject" is the current method.

3. Two-page letters. If a letter is too long for a single page, about 1" should be left blank at the bottom of the first page. If a new paragraph is started at the bottom of a page, at least two lines of it should be typed and at least two lines of the paragraph should be carried to the next page. All pages after the first, which contains the letterhead at the top, should have a proper heading. Either of two headings may be used:

1"
(vertical form) Sears Roebuck Company
Page 2
June 3, 19--

(TS)

1"
(horizontal form) Sears Roebuck Company 2 June 30, 19--

(TS)

*Notice in the horizontal form the word "page" is not used.

4. Company name. Occasionally, a company name is typed in the closing lines in all capital letters a double space below the complimentary close. Since letterhead stationery is used for the first page of business letters, the company name in the closing lines is really not necessary, except for emphasis (additional advertising). When a company name is used, the typed name of the actual sender is typed four lines (three blank lines) below the company name. There are always three blank lines left for a person's signature in any letter.

5. Carbon copy notation. This notation usually informs the person receiving the original copy that someone else received a carbon copy of the very same letter. A carbon copy notation may be typed either of the following two ways:

   Copy to Mr. John L. McLucas

   (or)

   cc Mr. John L. McLucas

6. Postscript. P. S. may be included before a postscript (an afterthought), but the modern trend is to omit the actual letters P. S. If the paragraphs in the body of a letter are blocked, you must block the postscript. If the paragraphs in the body of a letter are indented, you must indent the postscript. Your paragraphs need to always look alike.

GENERAL LETTER INFORMATION

In a block style letter, you never have indented paragraphs.

In a modified block style letter, you may have blocked paragraphs or indented paragraphs, but you do NOT indent paragraphs in a letter unless directions indicate that you are to indent.

Always double space between paragraphs that are single spaced.

* * * * *

If you are sending a letter to a woman and you do not know if she is single or married, use Miss or Ms. The Ms. can be interpreted to mean Miss or Mrs., whichever is applicable.

* * * * *

Possible parts of a two-page business letter in the order that they would appear:

(letterhead stationery)
date
letter address
attention line
salutation
subject line
body
vertical heading or horizontal heading on second and any following pages
    using plain paper; then continue with body
complimentary close
company name (in all capital letters)
signature
typed name
official title --may be on same line or on separate lines
typist initials
enclosure notation
carbon copy notation
postscript

RESEARCH PROJECT

SANFORD CENTRAL HIGH SCHOOL
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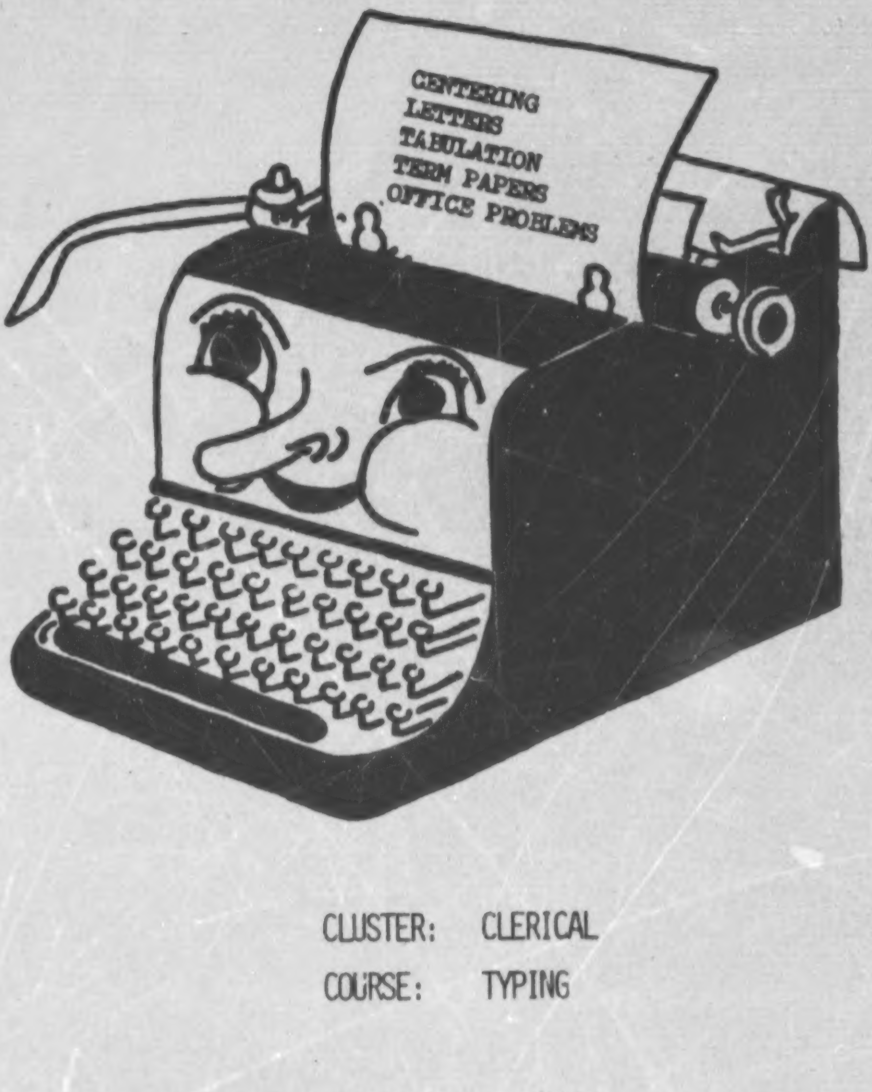
CENTERING
LETTERS
TABULATION
TERM PAPERS
OFFICE PROBLEMS
GO

CLUSTER: CLERICAL
COURSE: TYPING

CE003930 (L)

UNIT XII: PERSONAL TYPING PROBLEMS

RATIONALE: In this unit, you will find material concerning job application and duplication. The former topic will be helpful to you regardless of your future occupation. Do you know what should be included in a job application letter? Do you know what a personal data sheet is?

Duplication is, likewise, a personal enrichment topic. Duplicated materials are reliatively inexpensive and often their use makes a class report or demonstration, a club agenda, or even a church program more effective. Study these two topics and then put them to work for YOU!

OBJECTIVE:

General

Upon completion of this unit, you will be able to type a letter of application, a personal data sheet, and a spirit master.

Specific

Upon completion of this unit, you will be able to:

1. Compose and type a job application letter and a personal data sheet with an accuracy of 100 percent.
2. Type a master with an accuracy of 99 percent and duplicate it on a fluid duplicator.

LEARNING ACTIVITY:

Unit XII-Task Package 1--Job Application

Unit XII-Task Package 2--Duplication

TEST:

None. Evaluation will be made from the problems typed in this unit.

UNIT XII: PERSONAL TYPING PROBLEMS

TASK 1: JOB APPLICATION

RATIONALE: You will soon be applying for a job. What determines to a great extent whether or not you get that job you really want? The first impression you present. This first impression is usually a combination of the following: (1) the application letter, (2) the personal data sheet, and (3) the personal interview. What kind of first impression will you make?

OBJECTIVE: Upon completion of this task package, you will be able to compose and type a job application letter and a personal data sheet with an accuracy of 100 percent.

LEARNING ACTIVITY:

Study "A Letter of Application" and "A Personal Data Sheet" plus the illustrations of the latter found in this package. Also read and study pages 539-564 in Clerical Office Practice located in the bookcase at the front of the room.

LEARNING PRACTICE:

Pick up correct amount of paper before beginning this package. (4 full sheets)

In a "Job Openings" box in the bookcase, you will find many newspaper clippings pertaining to different kinds of job openings. You are to pretend that you are applying for a job. Select and apply for any one of the jobs mentioned on a clipping. Then COMPOSE the following using **TRUE** facts concerning YOURSELF:

Step 1

(1) An application letter in rough-draft form. You may x-out words and use proofreader's symbols on this first copy. (See p. 223 in Brown Text for illustration.)

(2) A personal data sheet on yourself. Use form desired.

Step 2

TURN IN and wait for instructor to check: (1) the newspaper clipping, (2) the application letter (rough draft), and (3) the personal data sheet (rough draft).

Step 3

From the "checked" rough draft copies, type in final correct form with NO error your application letter and personal data sheet!

TURN IN EVERYTHING IN ALL 3 STEPS (including clipping)!

TEST: None.

A LETTER OF APPLICATION

A letter of application tells a prospective employer that you wish to be considered for the position offered.

1. Put your residence address at the top right above the date assuming you are using modified block style with mixed punctuation which is preferred.
2. If you are applying to a blind advertisement, rather than a signed advertisement, your letter address would be similar to the following illustration:

   c/o Ad 1652
   The Sanford Herald
   208 St. Clair Ct.
   Sanford, N. C. 27330

   Dear Sir:

3. In the first paragraph, state how you learned of the position open and express that you are applying for the specific position.
4. In the second paragraph, highlight the main points that might be of interest to a prospective employer. General points concerning education and experience are usually mentioned. Be positive! You are selling you own capabilities!
5. Your last paragraph should express confidence that you are qualified for the position. Request an interview and include your phone number.

*By all means, make sure that your letter is neat and attractive. This is certainly NO time for spelling errors, grammatical errors, or typographical errors!

Along with your letter of application, you should send a personal data sheet (also called a resume). Information concerning the personal data sheet is found on the following pages. If you do include a personal data sheet, do not forget to type the word "Enclosure" at the left after finishing your letter.

A PERSONAL DATA SHEET

A personal data sheet (resume) should accompany a letter of application. It gives a prospective employer a concise "outline" of your qualifications. It includes five major sections: personal information, education, extracurricular activities, work experience, and references. A data sheet should always be sent as an original copy. If you wish, you might attach a facial photo in the upper right corner of your personal data sheet.

Personal Information:	name, address, phone number including area code, age in years, height, weight, marital status, physical condition.
Education:	name of institutions of learning attended with most recent education listed first, curriculum pursued, degree, and overall academic average. If applying for an office position, list skill courses taken and speeds attained plus any machines you know how to operate.
Extracurricular Activities:	A list should be given as an indication of your interests, your ability to cooperate and work with others and your leadership qualities. List all school clubs plus club or class offices held and any other school functions in which you participated. If you have no school activities but participate in community activities, just label this section "Activities."
Work Experience:	Starting with most recent, list all jobs held. Give the kind of job, the firm or individual for whom you worked, and the approximate dates of employment. If your experience is limited, include babysitting, working in tobacco, or even volunteer work for a religious or charitable organization.
References:	If you wish to give someone's name as a reference, be sure you get permission from your reference. Prospective employers prefer different types of references. Never give a relative's name as a reference. You should give at least one reference from the following types--usually in this order: a. Work Experience--from present or past employers to indicate the effort you exhibited, your attitude on the job, and your cooperation with supervisors and other employees, etc. b. Scholarship--from teachers you have had to indicate your academic achievements and your general aptitude. c. Character--from adult persons who have known you for a good length of time such as your minister, professionals, or businessmen (not relatives) to certify as to your trustworthiness, attitude, and personality.

TI-XII-1

(1" top margin,
1" side margins)

(You might attach
a phorograph in
this right corner.)

PERSONAL DATA SHEET

Jack L. Calligan
127 - 42nd Street
Dallas, Texas 41209
Telephone: (717) 367-4198

Personal Information

Age:	18
Place of Birth:	Cincinnati, Ohio
Height and Weight:	5'11", 170 pounds
Health:	Good
Marital Status:	Single

Education

High School:	Dallas High School
Class:	Currently a senior; will graduate June 6, 1974
Curriculum:	Business (You might have College Preparatory, General, Vocational, etc. here.)
Grade Average:	A- (Upper 15% of class)

School Activities

Member of varsity football team for two years. First-string end during junior year.

Vice-President of Key Club during senior year. Affiliated with local Kiwanis Club. Conducted school and community service projects.

Member of Student Council for two years. Chairman of Traffic Committee during senior year.

Work Experience

During summers of '70 and '71 worked full time in A and P. Carried out groceries and stocked shelves.

During fall and winter of '72 worked in afternoons and weekends at Bob's Service Station. Filled gas tanks and changed tires.

References (by permission)

Mr. Joe Martin, Manager; A and P; 505 Hilltop Lane; Dallas, Texas 41209

Mrs. Virginia Dunn, Business Instructor; Dallas High School; 881 Fifth Street; Dallas, Texas 41209

Mr. Don Nixon, CPA; Lee's Accounting Corporation; 2142 - 18th Street; Dallas, Texas 41209

TI-XII-1

6

(You might attach
a photograph in
this right corner.)

(1" top margin,
1" side margins)

PERSONAL DATA SHEET

NAME:	Mary Ann Dixon	HEIGHT:	5'6"
ADDRESS:	4578 Martin Avenue Raleigh, N. C. 27502	WEIGHT:	115 lbs.
TELEPHONE:	(919) 656-3488	MARITAL:	Single
AGE:	18	PHYSICAL CONDITION:	Excellent

EDUCATION:

Will graduate from Davis High School on May 29, 1974, after completing Office Practice program.
Have enrolled to begin evening classes in the fall at Wake County Technical Institute.

Office Skills:
 Typing rate--55 wpm on 5-minute writing
 Shorthand rate--90 wpm on 3-minute writing
 Transcription rate--20 wpm
Office Machines Operated:
 Ten-key adding, full-key adding, electronic calculator, dictaphone, spirit duplicator, mimeograph

EXTRACURRICULAR ACTIVITIES:

Secretary of the Davis High School Chapter of the Future Business Leaders of America
Typist for The Falcon, school newspaper
Member of Tri-Hi-Y
Member of Environmental Action Club

EXPERIENCE:

Part-time typist and general office worker during summers of '72 and '73 at Raleigh Credit Company
Assistant in the Guidance Office during senior year at Davis High School

REFERENCES (by permission):

Mr. Don Hollis, Manager, Raleigh Credit Company, 688 Western Boulevard, Raleigh, N. C. 27502
Mrs. Harriet Diggs, Business Teacher, Davis High School, 116 - 14th Street, Raleigh, N. C. 27502
Dr. Jim Hughes, Minister, Raleigh United Church of Christ, 246 Crawford Road, Raleigh, N. C. 27502

UNIT XII: PERSONAL TYPING PROBLEMS

TASK 2: DUPLICATION

RATIONALE: A knowledge of duplication is helpful if you desire to have more than several copies of information. You might duplicate material if you become the secretary of a club or organization or if you wish to demonstrate an oral talk or report more effectively through illustrations.

OBJECTIVE: Upon completion of this task package, you will be able to type a master with an accuracy of 99 percent and duplicate it on a fluid duplicator.

LEARNING ACTIVITY:

Read and study page 295 in the Brown Text on "Spirit Duplication" and pages 3-4 in this package. See Folder 2 in the file cabinet for drawings, etc. illustrated with various colored masters.

LEARNING PRACTICE:

Pick up correct supplies before beginning this package.
1 masterset
1 razor blade (Get from instructor and return!)

Step 1

Type your name in upper right corner of masterset. Type on a master the two short poems on p. 5 of this package. Center the longest line from both poems combined to get the left margin. Leave a 2" top margin and 6 blank lines between poems. Double space.

When you have finished typing the master, run three copies on the fluid duplicator. (Get instructor to help you.)

TURN IN two good duplicated copies and the master itself with tissue sheet stapled to the back.

Step 2

You will not type a stencil, which is another duplication process. However, you are to read and study p. 293 in the Brown Text on "Stencil Duplication."

A stencil is duplicated on a mimeograph machine which uses a pure black ink for the imprint. From a stencil you can run more copies than from a master. If you needed 1,000 copies, for example, you could use a stencil, not a master. The actual stencil itself, however, costs about twice as much as a master--20 cents.

The clear copy that has been used for your packages was done on an offset machine. The difference in the appearance of mimeograph copy and offset copy is that mimeograph copy is not as clear. Mimeograph letters have a fuzziness around them, whereas offset letters are very clear.

TEST: None.

SPIRIT DUPLICATION

The copy appearing on page 5 of this package has been done by spirit duplication. Spirit duplication (also known as fluid process duplication or ditto process duplication) is a reliatively inexpensive method of producing copies when a small number of copies are required and the printed quality of the copy is not extremely important. Approximately 300-350 copies may be obtained from one spirit master, although the usual number of good clear copies from one master is approximately 150.

Spirit masters are available in five colors--red, green, blue, black, and purple. Purple is used most because it reproduces better. The cost of a short spirit master for 8½- x 11-inch paper is 15¢ or 2 for 25¢. The color of the carbon in the masterset determines the colors reproduced. Different colors may, however, be mixed on the same master.

A spirit masterset has two main parts: the master sheet and a sheet of special carbon which can be used only once. If desired, a backing sheet may also be used.

These suggestions will help you to type masters:

1. Sometimes, it may be desirable to prepare a model copy of the material to be typed before placing it on a master.
2. Before inserting the masterset, remove the tissue sheet between the master sheet and the carbon sheet.
3. Insert the masterset in the typewriter with the bound edges at the bottom and the open ends at the top. The white master sheet is nearest you; the carbon sheet is next with the glossy side toward you.
4. The type should be clean when you prepare the master. The ribbon should be thin. If the ribbon is heavy, you may need to type on "stencil" (white) position, so the keys will not strike the ribbon. This makes the copy more difficult to proofread, however.
5. Use a good, firm, even stroke on a manual machine. On electric typewriters, a lower impression usually provides clearer copies.

6. If you make an error, scrape off the letter or word on the reverse side of the master sheet with a razor blade.

7. Before correcting the error, tear off an unused strip of carbon and then place it under the part to be retyped; remove the torn strip immediately after correcting the error. You will have the correct letter(s) on the reverse side of the master which is the important side. On the front side of the master, however, you will have a strikeover.

8. If you desire to leave out part of a line or even an entire line provided you do not want to type something else at that point, you may use scotch tape on the reverse side of the master sheet, or you may use scissors and cut out the line.

9. Before removing the masterset from the typewriter, proofread the copy carefully and correct any mistakes you may have overlooked.

10. You may write or draw on masters with a ballpoint pen.

Copy is reproduced from a master sheet when a chemical fluid (not ink) in the duplicator and the carbon image meet.

If you wish to save a master sheet for later reuse, attach the tissue sheet (or a plain sheet of typing paper) to the carbon side of the master to protect it; then file.

To every man there openeth
A way and ways and a way.
And the high soul climbs the high way,
And the low soul gropes the low;
And in between on the misty flats,
The rest drift to and fro.
But to every man there openeth,
A high way and a low,
And every man decideth
The way his soul shall go.

--John Oxenham

Four things a man must learn to do
If he would make his record true:
To think without confusion clearly;
To love his fellowmen sincerely;
To act from honest motives purely;
To trust in God and heaven securely.

--Henry Van Dyke